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ABSTRACT

The purpose of this project was to develop and test a model intermediate and junior high school program in affective education. The results of a survey of students, teachers, and parents indicated that students had poorly developed perceptions of themselves and inadequate skills in forming relationships with others. The goals of the project were to insure that: (1) students would show growth in affective development; (2) teachers would be able to assess their students' level of affective development and plan and conduct class activities to help students; and (3) staff and teachers would produce a model program. Five areas of affective development were identified: (1) self concept development; (2) valuing and decision making; (3) peer relationships; (4) academic confidence; and (5) interracial/intercultural understanding. The intermediate level materials were developed at three levels: awareness, involvement, and commitment. In the junior high program one set of materials was developed for all areas except academic confidence. Teacher and student measures were developed to evaluate the effectiveness of the program. Presentations of the project were made to professional and community groups. Recommendations were made for a more intensive study of the materials and for integration of other program activities into the regular curriculum. (Author/MC)

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PROJECT TERMINATION REPORT

A MODEL PROGRAM IN AFFECTIVE EDUCATION

ESEA TITLE IV-C

BEST COPY AVAILABLE

Cincinnati Public Schools
230 East Ninth Street
Cincinnati, Ohio 45202

October 31, 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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TABLE OF CONTENTS

Section		Page
A.	Summary	1
B.	Needs Assessment	3
C.	Project Goals	6
D.	Program Description	7
E.	Project Outcomes	10
F.	Dissemination	31
G.	Conclusions/Recommendations	32
H.	Project Phase-In	34

Appendixes

SECTION A - SUMMARY

A Model Program in Affective Education
1975-78

The purpose of this project was to develop and test a model program in affective education for use by teachers at the intermediate grade and junior high school levels. The need for the project was established through review of survey results obtained from students, teachers, and parents. These results generally indicated that students had poorly developed perceptions of themselves and inadequate skills in forming relationships with others. Students were not well-prepared for the transition from elementary to junior high school at a stage in their lives when they are experiencing many rapid changes in their physical, emotional, and social development. The early adolescent or junior high school age period is generally acknowledged to be the most difficult not only for youngsters but also for their teachers, parents, and school administrators.

For these reasons, it was decided to seek funding for a program that would provide intermediate grade teachers with a way of helping prepare their students for the transition to junior high school, and provide junior high school teachers with a means of helping their students respond better to the personal and social adjustments required of them. The goals of the project were:

1. Students in the project who participate in affective educational experiences conducted by their teachers will show growth in this level of affective development

2. Teachers who participate in the project will understand and be able to assess their students' level of affective development, and be able to plan and conduct class activities to facilitate student growth in affective development

3. Staff and teachers in the project will produce a model program in affective education, with accompanying teacher training and student activities and materials, for intermediate and junior high school age children.

The general approach used in this project was to develop a set of classroom supplementary instructional materials for use by the classroom teacher. A conceptual framework for the program was developed from a comprehensive review of the developmental psychology of the pre and early adolescent. Five Areas of affective development were identified as being most significant for students in an urban school setting:

Self Concept Development
Valuing and Decision Making
Peer Relationships
Academic Confidence
Interracial/Intercultural Understanding

The Intermediate level materials were developed in each of the five Areas at three levels: Awareness, Involvement, and Commitment. These materials were developed and pilot tested by a group of 14 intermediate grade teachers during the first year of the project. In the second and third years of the project, the program materials were further developed and field tested by a larger number of teachers. Revisions were made in the materials based on feedback from the teachers.

Development of the secondary or junior high level program was begun in the second year of the project. Unlike the elementary program, only one set of materials was developed for the secondary program which covered four affective areas; Academic Confidence was not included in the secondary program. Eleven teachers developed and pilot tested the materials during the second year, and 31 teachers field tested them in the third year.

Teacher and student measures were developed from the program outcomes to evaluate the effectiveness of the program. These measures were administered on a pre-post basis. Generally, the evaluation results showed teachers rated their students significantly higher in affective growth but that students own self-ratings did not show significant change. Infrequent use of the program in the classroom by teachers, and the disruption caused by energy crises and a teacher strike were seen as probable reasons for the lack of effects in students.

Presentations of the project were made to a number of professional and community groups during the project period. A slide show was developed and used to illustrate the content of the program. Despite the lack of significant student results, teachers reported that students enjoyed the activities and appeared to benefit from them.

Recommendations were made for a more intensive study of the materials, using the program on at least a once-a-week basis, and for integration of other program activities into the regular curriculum.

SECTION B - NEEDS ASSESSMENT

The Cincinnati Public Schools uses a variety of methods to gather data for identifying learner needs. Evidence for the kinds of affective learner needs addressed in this project was obtained from the administration of attitude surveys to students, parents, teachers, and administrators on a yearly basis. Other less direct evidence was inferred from information on student behavior.

These data sources were analyzed to help identify and prioritize learner needs in the affective area. The learner need to which this project was addressed is that of improved peer relations through better self understanding and appreciation of cultural and ethnic differences. This need is an aspect of the more general statewide critical educational need of Improved Social and Human Relations.

This need is especially critical at the early adolescent years as it affects the psychological and social adjustment of nearly all junior high age level students. It is at this age level that peer acceptance becomes important to children; yet they possess relatively few skills for understanding themselves or accepting others. Leaving the relatively small peer group with which they have associated in grade school and suddenly being thrown together with larger numbers of children with varied racial and ethnic backgrounds creates stress within many children and leads to disruptions and problems at the junior high school level. Experts generally agree that the junior high school years are the most stressful of the school years. This project was designed to find ways of alleviating these problems by beginning in grade school before children enter junior high to provide them with skills in understanding themselves better and relating to others more successfully.

To document this need, results of the 1973 Goal Survey completed by sixth, ninth, and twelfth grade students, and parents, teachers and administrators in the Cincinnati Public Schools were analyzed. The survey respondents were asked to rate the importance of eleven educational goals. Sixth graders rated the goal of Understanding Other People sixth out of eleven while ninth graders saw it as much more important, ranking it second, as did twelfth graders. This can be interpreted to mean that as children progress through junior and senior high school they come to realize the value of relating well with others, which sixth graders do not yet fully appreciate. (See Appendix A for graphs of the survey results.)

Parents, teachers, and administrators ranked the same set of goals and placed affective development goals such as "Character Building," "Self Development," and "Understanding Other People" among their top five goals. Sixth graders ranked "Self-Development" and "Character Building" tenth and eleventh respectively. Thus, adults saw a need for more emphasis on affective skills, while youngsters, perhaps because of little exposure, attached less importance to them. (See Appendix A.)

Additional evidence of a local need for affective skills development was obtained in the results of the survey of elementary school teachers which is administered annually in the spring of the school year. Among the items on the survey, teachers are asked to rate their students on "Aspiration Level," "Self-image," and "Behavior." In results going back eight years, "Aspiration Level" and "Self-image," have generally received average ratings. However, in the two years prior to the project, ratings on the "Behavior" item dropped sharply below their average rating in previous years. These results can be interpreted to mean that teachers felt students' behavior is becoming more discrepant from their own self-image and aspiration. In other words, students were not displaying skills in achieving their goals and interests.

A study by staff members of the Department of Research and Development of the Cincinnati Public Schools (Nieman & Jacobs, 1973) demonstrated the local need for programs directed at interracial understanding. Children at grade levels Kindergarten through Six were asked to indicate their preference for white or black classmates as friends. The younger children were essentially color-blind, picking friends on an unbiased basis. But the older children tended increasingly to choose same-race friends until by the sixth grade, nearly all friends chosen were of the same race. Activities developed through this project would encourage children to examine their attitudes and values toward children of other racial and ethnic groups and learn appropriate ways of living and working together.

An additional problem, which was more difficult to document, was the increasing degree of intersocial and intercultural conflicts and disruptions at the junior high school level. This need was documented to some extent by student responses to two items on the Student Survey also administered in the spring of each year. When asked whether they "enjoy being with people who are different from me," 69% of sixth graders and 62% of ninth graders agreed with that statement. However, when asked whether students in their school "get along pretty well together," 47% of the sixth graders and only 43% of the ninth graders agreed with that statement. These results were taken to mean that students have a desire to associate with children of other cultural backgrounds from their own but lack the skills necessary to do so successfully.

It was felt that the best approach to treating this problem is preventative, that is promoting better interpersonal and intercultural understanding among students at the intermediate grade levels before they reach the junior high school level. Thus, a need was seen for strategies and materials which teachers can use with students in their classrooms to help develop more positive interracial and intercultural contacts.

The Board of Education and administration of the Cincinnati Public Schools have endorsed quality integrated education and improvement in basic skills as top priority goals for the school system. While regular school funding was available for improving programs in basic skills, ESEA funds were needed to provide teacher training in developing affective skills, and to develop and test affective skills programs and materials with students.

The desired status of the educrtional need was to improve the personal and social adjustment of students who participated in project as measured by student self-ratings and teacher ratings of their project classes.

SECTION C - PROJECT GOALS

The purpose of this project was to develop and test a model program in affective education for implementation by teachers at the intermediate and junior high school levels. The goals of the project were these:

1. Students in the project who participate in affective educational experiences conducted by their teachers will show growth in their level of affective development

2. Teachers who participate in the project will understand and be able to assess their students' level of affective development, and be able to plan and conduct class activities to facilitate student growth in affective development

3. Staff and teachers in the project will produce a model program in affective education, with accompanying teacher training and student activities and materials, for intermediate and junior high school age children.

SECTION D - PROGRAM DESCRIPTION

The general approach pursued in this project was to develop a set of supplementary classroom materials which teachers at the intermediate and junior high school levels could use to address the personal and social adjustment needs of their students. While most teachers recognize the need to deal with these affective concerns in their classrooms, they lack training and do not have a systematic approach to using the many resources available in the area of affective education. Through this project, teachers would be provided with a comprehensive program of activities which focuses on the specific affective needs of their students.

The first step in the project was to develop a conceptual framework of the affective development of the pre and early adolescent age child. Program materials would then be developed or adapted to fit this framework. To develop the framework, a comprehensive review was conducted of the research and literature in pre and early adolescent development. The work of Piaget, Havighurst, Kohlberg, and other developmental psychologists was reviewed to identify the important areas of affective development during this age period.

From this review, a number of areas were identified for the program framework. This number was eventually reduced to five based on the feasibility of developing materials and the meaningfulness of the framework for teachers. The areas selected were: Self-Concept Development, Valuing and Decision-Making, Peer Relationships, Academic Confidence, and Interracial/Intercultural Understanding. From the literature, these were found to be the most significant areas of affective development for children in an urban school setting.

The intermediate level materials were developed during the first year of the project. Fourteen teachers at grades 4-6 met with the project director, coordinator, and media specialist, to plan the program during the first half of the project year. At these meetings, it was decided to organize the materials into three levels within each affective area: Awareness, consisting of introductory activities; Involvement, containing more sophisticated activities in the area; and Commitment, including activities designed to reinforce and apply the concepts from the first two levels.

During the first half of the year, the project staff also identified, reviewed, and classified many available activities and materials in the field of affective education into the conceptual framework. Where there were few activities available, the staff and teachers developed new activities. All activities were organized into a pilot-test set of materials for use by the project teachers.

During the second half of the project year, the project teachers used the materials with one of their classes. The staff visited the teachers regularly to observe their use of the materials and to gather their suggestions for revisions or additions to the materials. During the summer between the first and second years, three of the pilot-test teachers worked with the staff in revising the materials.

The junior high program materials were developed in the second project year. Eleven junior high school teachers worked with the project staff to plan and develop materials during the first half of the year, and then the teachers pilot-tested the materials during the second half of the school year with one of their classes. The staff and teachers designed a different format for the junior high materials. Instead of a separate set of materials within each program area, one set of materials was developed with enough activities that could be used in more than one of the areas. This was necessary because of the departmental organization at the secondary school level where the materials would have to be applicable to the different subject areas of English, Social Studies, Math, and Science.

During the second year of the project, a group of 39 intermediate teachers field-tested the intermediate level program with one of their classes. Materials from both the elementary and secondary programs were revised during the summer between the second and third years of the project by the staff and three project teachers.

In the final year of the project, a group of 42 elementary teachers and 31 secondary teachers were trained for a field-test of the program. The field-tests in both the second and third years were disrupted by the bad weather and school changes during the winter and by a teacher strike in Spring of the second year. During the third year, the staff also packaged the training materials which had been developed and tested each year with the new project teachers. The final months of the project were devoted to editing and production of copies of the final versions of both sets of program materials and of the trainer's manual.

To evaluate the effectiveness of the programs, teacher and student measures were developed for use in the project. Teachers rated their project classes on a listing of behaviors drawn from the outcomes stated for the program. Students rated themselves on a similar listing of behaviors, using a much simpler vocabulary. During the project, these measures were administered on a pre- post basis to both project and non-project classes for evaluation purposes. The measures were retained in the final versions of each program so that teachers could use the results of a pre-test administration to determine the appropriate area of affective development on which to focus. The results of the project evaluation are described in Section E - Project Outcomes.

A summary of budget expenditures for the three years of the project follows:

Source	Year	Total
ESEA III	1975-76	$ 74,000
ESEA III	Interim 1976	12,210
ESEA IV-C	1976-77	81,359
ESEA IV-C	1977-78	82,000
Non-federal (local)	1977-78	1,034
Total project cost		$250,603

SECTION E - PROJECT OUTCOMES

This section describes the project outcomes in terms of achievement of the performance objectives related to each of the three project goals. The project goals remained unchanged over the three years of the project. In the following sections, the performance objectives related to each goal are presented chronologically from the first year to the last year. In addition to a statement of the objective, a description of the activities, including the facilitating objectives, the evaluation design, evidence regarding objective attainment, and conclusions is presented for each objective.

Goal 1. Students in the project who participate in affective educational experiences conducted by their teachers will show growth in their level of affective development.

Objective 1.1 (Performance): 1975-76

Project students, after participating in affective educational experiences conducted by their teachers, will show growth in their level of affective development. The "Class Inventory of Affective Development," based on the content of the model program will be used to measure affective development. Significant growth will be judged to have occurred if a teacher rates his/her class six points higher in the Area of affective development in which she/he is pilot testing materials. The measures will be completed before and after pilot testing of the model program in late January and late May, 1976.

Evaluation Procedure: After reviewing a number of published measures of self concept, attitude change, etc., it was felt that none of the available measures fit the five conceptual Areas in the Model Program well enough. It was decided to develop a measure specifically for the Areas and Levels of affective development identified for the Model Program, however, formats and ideas for item content were derived from some of the published measures. The actual item statements on the "Class Inventory of Affective Development" (See Appendix B) were developed directly from the behavioral outcomes stated in the project materials for each Area of affective development.

Evaluation Results: On the Inventory, teachers rated the students in their pilot class on a five point scale. Each item on the Inventory is keyed to one of the five Areas of affective development so that a score for each Area can be obtained. There are nine items for each Area so that a minimum score of 9 and a maximum score of 45 is possible. Table 1 summarizes the pre and posttest results for the Inventory by project school and affective Area.

Table 1. Pre and Post Test Results on the "Class Inventory of Affective Development" by Project School and Area of Affective Development.

Project School	Valuing & Decision-Making Pre	Post	Diff.	Peer Relationships Pre	Post	Diff.	Self-Concept Development Pre	Post	Diff.	Academic Confidence Pre	Post	Diff.	Interracial/ Intercultural Understanding Pre	Post	Diff.
	Model Program Areas of Affective Development														
Kennedy	18	36	18	34	42	8	29	35	6	25	33	8	27	27	0
Hoffman	17	33	16	30	41	11	16	37	21	17	27	10	18	30	12
Carson	25	35	10	33	38	5	32	38	6	26	33	7	21	30	9
St. George	26	28	2	30	31	1	26	30	4	30	31	1	27	32	5
Quebec Hts.	25	35	10	32	43	11	34	37	3	26	31	5	22	35	13
Bond Hill	32	25	-7	35	36	1	30	32	2	30	28	-2	39	24	-15
St. Mark's	23	27	4	36	33	-3	28	31	3	34	33	-1	34	34	0
Taft	(7*	38	31)	25	43	18	16	37	21	24	39	15	17	33	16
South Avondale	30	34	4	39	38	-1	33	36	3	27	38	11	20	33	13
St. Antoninus	40	39	-1	41	44	3	39	42	3	35	40	5	22	35	13
Mt. Airy	34	30	-4	40	42	2	39	38	-1	30	31	1	39	39	0
Kirby Road	35	38	3	42	43	1	39	43	4	41	37	-4	39	41	2
Winton Terrace	21	36	15	37	42	5	27	39	12	39	39	0	26	38	12
North Fairmount	21	28	7	37	39	2	31	30	-1	30	32	2	23	34	11
Mean Area Score	27	33	6	35	40	5	30	36	6	30	34	4	27	33	6

Underlined scores indicate the Area which was pilot-tested in the school.

*Teacher did not answer all items. Scores excluded from analysis for this Area.

The results in Table 1 show how each teacher rated her/his pilot class in all five Areas. On both the pre and posttests, teachers rated their students lowest in the Areas of Valuing and Decision Making and Interracial/Intercultural Understanding and highest in the Area of Peer Relationships. According to their teachers' ratings, students experienced the most gain in three Areas - Valuing and Decision Making, Self-Concept Development, and Interracial/Intercultural Understanding. Only slightly less gain was reported in the other two Areas - Peer Relationships and Academic Confidence.

In terms of the standard for achievement stated in Objective 1.1, eight of the fourteen project teachers rated their pilot classes at least 6 points higher in the Area of Affective development in which they pilot tested materials. One other teacher gave a rating increase of 5 points while the other five teachers showed increases of 1 to 3 points. Those who exceeded the criterion of 6 points ranged from 10 to 18 points increases. Thus, while Objective 1.1 was only partially achieved, the rating increases of those who met the objective substantially exceeded the standard stated for the objective.

Objective 1.2 (Performance): 1975-76)

> Project students, after participating in appropriate affective educational experiences conducted by their teachers, will display positive changes in attitude. The Student Questionnaire, "Questions About You," based on the content of the model program will be used to measure student attitude change. The standard for judging positive attitude change is an increase of at least ten percent in the number of "Yes" responses in the Area which each school is pilot testing from pre to post measurement. The questionnaire will be completed by the project students before and after pilot testing of the model program in January and May, 1976.

Evaluation Procedure: A measure suited to the needs and concepts of the Model Program was also developed for Objective 1.2. The student questionnaire, "Questions About You," (See Appendix C) contains 30 items derived directly from the behavioral outcomes stated for each Area in the Pilot-test materials. There are six items for each of the five Areas in the program. The teachers in the project administered the questionnaire to their pilot-test class before and after using the materials.

Evaluation Results: Table 2 gives the percent of "Yes" responses on pre and posttests in the five affective Areas for each of the project school pilot classes. On the student questionnaire, the project students gave the lowest average percentage of "Yes" responses in the Areas of Valuing and Decision Making and Self-Concept Development on both the pre and posttests. They gave the highest percentages of "Yes" responses in the Peer Relationships Area on both the pre and posttest. The greatest increase in "Yes" responses was in the Valuing and Decision Making Area with Peer Relationships and Interracial/Intercultural Understanding also increasing nearly as much.

With regard to the standard stated for Objective 1.2, three of the fourteen schools exceeded the standard of a ten percent increase in the number of "Yes" responses in the Area pilot tested in the school. One school had an increase of nine percent while five of the schools increased from 1 to 4 percentage points. The percentage of "Yes" responses decreased in five of the schools. In three of these schools, "Yes" responses increased minimally or decreased in all Areas and in one school, the teacher was absent part of the pilot-test period and did not complete the program with her students.

Table 2. Percent of "Yes" Responses on Pre and Post Test of "Questions About You" by Project School and Area of Affective Development.

		Model Program Areas of Affective Development														
		Valuing & Decision-Making			Peer Relationships			Self-Concept Development			Academic Confidence			Interracial/ Intercultural Understanding		
Project School	N	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.
Kennedy	25	72	48	-24	77	65	-12	69	59	-10	75	67	-8	65	59	-6
Hoffman	35	54	63	9	73	78	5	55	56	1	65	65	0	65	70	5
Carson	25	59	63	4	73	71	-2	59	54	-5	72	70	-2	71	71	0
St. George	18	73	79	6	79	74	-5	67	69	2	82	79	-3	88	83	-5
Quebec Hts.	28	66	68	2	74	76	2	60	63	3	74	71	-3	69	65	-4
Bond Hill	21	68	61	-7	70	65	-5	51	56	-5	67	67	0	65	68	3
St. Mark's	16	81	73	-8	88	85	-3	74	75	1	78	78	0	73	81	8
Taft	30	61	73	12	70	82	12	61	63	2	83	79	-4	67	73	6
South Avondale	27	58	66	8	70	70	0	56	66	10	67	84	17	57	83	26
St. Antoninus	35	64	66	2	80	81	1	61	61	0	71	70	-1	56	60	4
Mt. Airy	19	60	73	13	74	83	9	72	63	-9	75	67	-8	75	70	-5
Kirby Road	24	81	83	2	89	81	-8	67	68	1	74	71	-3	81	82	1
Winton Terrace	30	58	62	4	68	78	10	55	63	8	76	82	6	68	81	13
North Fairmount	29	39	45	6	63	72	9	44	62	8	73	78	5	52	67	15
Median Percent	(26 Mean)	62	66	4	73	76	3	61	63	2	74	71	-3	67	70	3

Underlined percentages indicate the Area which was pilot-tested in each school.

Objective 1.1 (Performance): 1976-77

Project students at the intermediate level (grades 4, 5 and 6), after participating in Model Program activities, will show growth in their level of affective development on the project teacher measure, "Class Inventory of Affective Development." Significant growth will be considered an increase of six points or more in the Model Program Area of Affective Development in which the teacher is field testing materials. Project teachers will complete the inventory before and after field testing in October 1976 and May 1977.

Evaluation Procedure: After reviewing a number of published measures of student self-concept and attitude change, it was felt that none of the available measures fit the five conceptual Areas in the Model Program well enough. It was decided to develop a measure specifically for the Areas of affective development identified for the Model Program; however, formats and ideas for item content were derived from some of the published measures. The actual item statements on the "Class Inventory of Affective Development" (See Appendix B) were developed directly from the behavioral outcomes stated in the project materials for each Area of affective development.

Evaluation Results: On the Inventory, teachers rated the students in their pilot class on a five point scale. Each item on the Inventory is keyed to one of the five Areas of affective development so that a score for each Area can be obtained. There are nine items for each Area so that a minimum score of 9 and a maximum score of 45 is possible. Table 3 summarizes the pre and posttest results for the Inventory by affective Area. The underlined scores in Table 1 indicate the average pre and post test scores in an Area for the teachers field testing that Area's materials. An effort was made to assign teachers one of their lower rated Areas although not all could receive their lowest rated Area because of a need to have all Areas tested.

Table 3. Pre-Post Test Results on "Class Inventory of Affective Development" by Affective Area

Area	No. of Teachers	Average Score per Area: Academic Confidence Pre	Post	Diff.	Peer Relationships Pre	Post	Diff.	Self-Concept Development Pre	Post	Diff.	Valuing & Decision-Making Pre	Post	Diff.	Interracial/ Intercultural Understanding Pre	Post	Diff.
AC	7	25	31	6	35	37	2	26	33	7	23	28	5	22	28	6
PR	6	26	31	5	30	38	8	25	32	7	23	29	6	22	28	6
SCU	8	26	30	4	35	35	0	27	33	6	21	29	8	21	27	6
VDM	9	28	31	3	36	39	3	31	35	4	22	31	9	25	31	6
IRCU	9	25	31	6	32	39	7	25	34	9	22	28	6	22	30	8
TOTAL	39	26	31	5	34	38	4	27	33	6	22	29	7	22	29	7

Underlined scores indicate the Area field-tested.

The results in Table 3 show how the teachers field testing the materials in each Affective Development Area rated their project classes. The criterion of a six point increase was met or exceeded in all five Areas as shown by the differences between each pair of underlined pre and post scores. Larger increases occurred in the Areas of Valuing and Decision Making, Peer Relationships, and Interracial/Intercultural Understanding.

Analysis of the pre-post ratings by individual teachers within each Area showed that 3 of the 7 teachers in the Academic Confidence Area increased their rating of their class by at least the criterion level of six points; 3 of the 6 teachers in Peer Relationships, 4 of the 8 teachers in Self-Concept Development, 7 of the 9 in Valuing and Decision Making, and 8 of the 9 in Interracial/Intercultural Understanding also rated their classes at least six points higher on the posttest. These results show that the success of the program in producing affective behavior change as seen by teachers was partly dependent on the program Area but that at least a moderate degree of change was obtained in all Areas.

A second analysis of the Teacher Inventory data was conducted using a subset of teachers within each Area who had another class which matched their project class in grade level and subject area, or who could obtain the cooperation of another teacher in their school who had a class that matched the project teacher's class. Thus, a comparison was possible between classes of students who participated in the project and another set of classes who did not participate but were rated by their teachers on the "Class Inventory." Table 4 summarizes the results for the project and matching classes for the Area field tested in the project class only.

Table 4. Summary of Project and Matching Class Teacher Ratings by Area

Area	Class #	Project Pre	Project Post	Project Diff.	Match Pre	Match Post	Match Diff.
Valuing & Decision-Making . . .	1	20	34	14	18	24	6
	2	27	37	13	18	22	4
	3	21	18	-3	18	17	-1
Self-Concept Development . . .	1	25	44	19	39	36	-3
	2	34	35	1	26	30	4
	3	22	34	12	28	34	6
	4	25	41	16	22	26	4
eer Relationships	1	28	39	11	29	34	5
	2	31	36	5	27	31	4
Academic Confidence	1	26	28	2	26	31	5
	2	18	33	15	29	26	-3
Interracial/Intercultural Understanding	1	16	31	15	20	22	2
	2	25	33	8	19	19	0
	3	17	24	8	15	19	4
	4	29	38	9	30	32	2
Average		24.3	33.7	9.4	24.3	26.9	2.6

Evaluation Results: The results in Table 4 show that the gain from pre to post test for project classes exceeded that of control classes in 12 of the 15 matched groups. It is interesting to note that while the pretest means differed for individual pairs of classes, the average pretest rating was exactly the same (24.3) for both project and matching classes, but the average gain for project classes was 9.4 compared to 2.6 for the matching classes. This difference was found to be significantly different using a t-test for matched groups ($t = 3.6$, $df = 14$, $p < .01$).

Objective 1.2 (Performance): 1976-77

Project students at the intermediate level (grades 4, 5 and 6), after participating in Model Program activities, will display positive changes in attitude on the project student measure, "How I See Myself." Significant positive change will be considered an increase of at least .3 on the five point scale in the Model Program Area which is being tested in the students' class. The student questionnaire will be administered before and after field testing in October 1976 and May 1977.

Evaluation Procedure: The student attitude measure developed during the first year of the project was revised and a new response format was adopted for the second year of the project. The original items had been derived directly from the behavioral characteristics identified for each Area of the Model Program. These items were simplified and clarified for easier understanding by students. A five-point Likert-type response scale was used instead of the original Yes - No - Undecided response format (See Appendix D).

The student measure was administered by project teachers to all students in the class they had selected to field test the program. A few of the teachers who began the program in October 1976 dropped out of the project or did not posttest their students. The evaluation results reported here are only for those project classes which were both pre and post tested. The results are given in Table 5 for the classes which field tested each Area.

Table 5. Pre and Posttest Results for Intermediate Project Classes by Area Field-Tested

Area	# of Classes	Pretest	Posttest	Diff.
Valuing & Decision-Making	9	3.22 (244)*	3.24 (212)*	.02
Self-Concept Development	8	3.58 (219)	3.58 (197)	.00
Peer Relationships	6	3.27 (160)	3.45 (140)	.18
Academic Confidence	7	3.54 (192)	3.50 (168)	-.04
Interracial/Intercultural Understanding	9	3.41 (229)	3.36 (232)	-.05
Total	39	3.40 (1044)	3.43 (949)	.03

* Number of students tested in parentheses.

Evaluation Results: The results in Table 5 show that overall there was a very slight gain of .03 from pre to posttest for all 39 project classes in the area field tested. However, there were differences by Areas tested. Project students in the six classes where the Peer Relationship's program materials were field tested showed the greatest gain in self-ratings on the Peer Relationships scale from pre to posttest. Students in Valuing and Decision Making project classes showed a very slight increase in that Area, while those in Academic Confidence and Interracial/Intercultural Understanding showed slight decreases. Students in Self-Concept Development project classes showed no change at all in self-ratings in that Area.

In terms of the criterion of a .3 gain from pre to posttest, the following results were obtained for individual classes within each Area:

Valuing & Decision Making:	0 of 9 classes met or exceeded criterion
Self-Concept Development:	2 of 8 classes met or exceeded criterion
Peer Relationships:	3 of 6 classes met or exceeded criterion
Academic Confidence:	2 of 7 classes met or exceeded criterion
Interracial/Intercultural Understanding:	2 of 9 classes met or exceeded criterion

Thus, nine of the 39 project classes showed a gain of .3 or better from pre to post test in the Area field tested. Twelve of the 39 classes showed decreases, eleven showed no change, and seven showed increases of less than .3. The largest increase, in a Peer Relationship's project class was .6, while the largest decrease, in an Interracial/Intercultural Understanding project class was -.5. Overall, 16 classes showed gains, 11 showed no change, and 12 showed decreases from pre to post tests in the Area field tested.

The decrease in students' self-rating in the Area of Interracial/Intercultural Understanding is especially discouraging since this Area showed some of the larger gains when pilot tested in the first year of the project. While the entire field test was disrupted by the problems during the school year (described in Objective 2.2) the classes in the IRCU Area were especially affected because they were not able to do any of the Involvement level activities which provide positive contacts with students of other racial and cultural backgrounds. In general, it can be said that with a full year of uninterrupted testing in the third project year, more positive gains will be shown in all Areas of the Model Program.

A further analysis of the data from the student measure was done for the 15 project and 15 matching classes. These results are shown in Table 6.

Table 6. Summary of Project and Matching Class Student Self-Ratings by Area

Area	Class #	Project Pre	Project Post	Project Diff.	Match Pre	Match Post	Match Diff.
Valuing & Decision-Making . . .	1	3.2	3.4	.2	3.3	3.5	.2
	2	3.2	3.4	.2	3.2	3.3	.1
	3	3.2	3.3	.1	3.0	3.1	.1
Self-Concept Development . . .	1	3.8	3.8	.0	3.6	3.4	-.2
	2	3.5	3.8	.3	3.5	3.7	.2
	3	3.6	3.4	-.2	3.3	3.6	.3
	4	3.8	3.4	-.4	4.0	3.6	.4
Peer Relationships	1	3.1	3.6	.5	3.2	3.6	.4
	2	3.3	3.7	.4	3.8	3.9	.1
Academic Confidence	1	3.6	4.0	.4	3.2	3.2	.0
	2	3.7	3.3	-.4	3.8	3.5	-.5
Interracial/Intercultural Understanding	1	3.0	3.3	.3	3.3	3.3	.0
	2	3.8	4.0	.2	3.6	3.7	.1
	3	3.5	3.5	.0	3.1	3.4	.3
	4	3.4	3.4	.0	3.3	3.2	-.1
Average		3.45	3.55	.10	3.41	3.47	.06

The results in Table 6 show a mixed pattern of increases and decreases in both project and matching classes with no clearcut advantage for project classes. Certain project class gains were greater than their matching classes (#2 in Peer Relationships, #1 in Academic Confidence, #1 in Interracial/Intercultural Understanding). While the pretest means across all 15 matched pairs of classes were nearly identical, the project classes showed an average increase of .1 while the matching classes showed an average increase of .06. These means were not significant using a t-test for matched groups ($t = .106$, n.s., $df = 14$).

Again, it should be emphasized that this past year did not constitute an adequate test of the program's effectiveness, and that the third year of the project will hopefully produce student gains to match those perceived by their teachers in Objective 1.1.

Objective 1.3 (Performance): 1976-77

Project students at the junior high school level (grades 7, 8, and 9), after participating in Model Program activities, will show growth in their level of affective development as measured by a teacher instrument to be based on the Model Program content. A standard for judging growth will be set for the measure prior to its use. The instrument will be completed by junior high project teachers before and after pilot testing of the junior high Model Program, in January and May 1977.

Evaluation Procedure: The procedure used to develop a teacher instrument for the intermediate program was also followed for the junior high school program. After the significant developmental steps at the early adolescent level were identified, a behavior rating checklist format was developed for teachers to evaluate the affective development of their students. The "Class Survey of Affective Development" (Appendix E) contains nine items in each of the four program Areas of the junior high classroom materials. Unlike the intermediate program where teachers were assigned an Area to focus on with the materials based on their lowest rated Area, the junior high pilot-test teachers were free to choose any Area for concentration. This was done partly because of the differing structure of the junior high materials wherein teachers could emphasize more than one Area, and because in the pilot test, the primary interest was in testing the format of the program with effectiveness of the program being a secondary consideration. A standard for judging affective growth was set at .5 of an increase on each of the five-point scales. Table 7 gives a summary of the pre and post test results for the junior high teacher "Class Survey."

Table 7. Summary of Junior High School "Class Survey" Pre and Post Test Results

Teacher	Area of Affective Development: Valuing & Decision-Making Pre	Post	Diff.	Self-Concept Development Pre	Post	Diff.	Peer Relationships Pre	Post	Diff.	Interracial/ Intercultural Understanding Pre	Post	Diff.
EB	2.8	3.1	.3	3.2	3.3	.1	3.2	3.7	.5*	3.2	3.4	.2
JD	3.1	3.4	.3	3.0	3.3	.3	3.2	3.6	.4	2.9	3.7	.8*
DH	2.3	2.8	.5*	2.2	2.6	.4	2.8	3.2	.4	2.1	2.7	.6*
MJ	3.1	2.7	-.4	2.8	3.2	.4	3.4	3.2	-.2	3.1	2.6	-.5
WM	3.4	3.3	-.1	2.8	2.6	-.2	3.6	3.7	.1	2.3	3.1	.8*
JM	3.1	3.5	.4	3.2	3.3	.1	3.6	3.3	-.3	2.8	3.7	.9*
HM	2.8	2.4	-.4	3.6	3.2	-.4	3.4	3.3	-.1	3.7	2.4	-1.3
LP	3.1	3.4	.3	2.2	2.8	.6*	3.0	2.8	-.2	2.6	2.6	0
CS	2.8	3.1	.3	2.8	2.8	0	3.6	3.2	-.4	3.6	3.2	-.4
JT	2.2	2.4	.2	3.1	3.1	0	3.8	4.0	.2	2.7	3.2	.5*
MY	3.4	3.5	.1	3.1	3.3	.2	3.3	3.3	0	3.2	3.3	.1
TOTAL	2.9	3.1	.2	2.9	3.1	.2	3.4	3.4	0	2.9	3.1	.2

* Increase met or exceeded .5 criterion level.

Evaluation Results: The results in Table 7 show that there were slight overall increases in three of the four program Areas rated by teachers. Five of the eleven teachers perceived an improvement in the Interracial/ Intercultural Understanding Area although this was offset by three other teachers who rated their students lower in this Area. Except for one teacher in each Area, the other three Areas showed virtually no significant change.

These results should not be taken as a good measure of the effectiveness of the program. As mentioned previously, the primary purpose of the pilot-test phase was for teachers to try out and report on the format

of the program materials. Even this purpose was hindered a great deal by the disruptions experienced in the schools during the pilot-test period (see Objective 2.2). These events severely reduced the amount of time teachers were able to devote to the program and certainly mitigated any effect the program may have had on students.

Objective 1.4 (Performance): 1976-77

> Project students at the junior high school level (grades 7, 8, and 9), after participating in Model Program activities, will show positive changes in attitude as measured by a student instrument to be based on the Model Program content. A standard for judging growth will be set for the measure prior to its use. The instrument will be completed by junior high project students before and after pilot testing of the junior high Model Program, in January and May 1977.

Evaluation Procedure: The instrument used to measure student attitudes in the four Areas was developed in the same way as the teacher measure. Six self-rating items were written for each of the four Areas (see "Coping With Me and You," Appendix F). Again, a .5 increase was set as a criterion for each of the four scales. The results of the student measure pre and post tests are shown in Table 8.

Table 8. Summary of Junior High Project Student Pre and Post Test Results.

Teacher	# of Students	Area of Affective Development: Valuing & Decision-Making Pre	Post	Diff.	Self-Concept Development Pre	Post	Diff.	Peer Relationships Pre	Post	Diff.	Interracial/ Intercultural Understanding Pre	Post	Diff.
EB	24	3.4	3.6	.2	3.1	3.3	.2	3.7	3.6	-.1	3.3	3.8	.5*
JD	21	3.6	3.6	0	3.8	3.7	-.1	4.1	4.1	0	3.8	3.9	.1
MJ	9	3.3	3.3	0	3.2	3.6	.4	3.2	3.9	.7*	2.7	3.5	.8*
DH	13	3.4	3.5	.1	3.7	3.4	-.3	3.3	4.0	.7*	3.5	3.6	.1
WM	13	3.7	3.7	0	3.8	4.0	.2	4.2	4.1	-.1	4.1	4.2	.1
JM	29	3.7	3.1	-.6	3.7	3.9	.2	4.0	4.0	0	3.8	3.7	-.1
HM	23	3.5	3.6	.1	3.5	4.2	.7*	4.1	3.6	-.5	3.9	3.9	0
LP	11	3.6	3.5	-.1	3.6	3.8	.2	3.8	4.0	.2	4.0	3.9	-.1
CS	9	3.6	3.8	.2	3.7	3.9	.2	3.8	3.9	.1	3.8	4.1	.3
JT	26	3.6	3.5	-.1	3.7	3.6	-.1	4.1	3.8	-.3	3.3	3.7	.4
MY	26	3.5	3.6	.1	3.6	3.6	0	4.0	4.1	.1	3.8	3.9	.1
TOTALS	204	3.5	3.5	0	3.6	3.7	.1	3.9	3.9	0	3.6	3.8	.2

* Increase met or exceeded .5 criterion level.

Evaluation Results: The overall results in Table 8 show virtually no change in student attitudes in the four program Areas. Only a few increases met or exceeded the criterion level of .5. These results reflect the problems, as described in the results of Objective 2.2, which disrupted the pilot-test period.

Objective 1.1 (Performance): 1977-78

Intermediate level students in project classes will achieve significantly more growth in affective development as compared with students in matching classes on the teacher measure, "Class Inventory of Affective Development." Significant growth will be considered a statistically significant difference at the .05 level. Students will be pre and post tested in October 1977 and May 1978.

Objective 1.2 (Performance): 1977-78

Intermediate level students in project classes will achieve significantly more growth in affective development as compared with students in matching classes on the student measure, "How I See Myself." Significant growth will be considered a statistically significant difference at the .05 level. Students will be pre and post tested in October 1977 and May 1978.

Objective 1.3 (Performance): 1977-78

Junior High level students in project classes will achieve significantly more growth in affective development as compared with students in matching classes on the teacher measure, "Class Survey of Affective Development." Significant growth will be considered a statistically significant difference at the .05 level. Students will be pre and post tested in October 1977 and May 1978.

Objective 1.4 (Performance): 1977-78

Junior high level students in project classes will achieve significantly more growth in affective development as compared with students in matching classes on the student measure "Coping With Me and You." Significant growth will be considered a statistically significant difference at the .05 level. Students will be pre and post tested in October 1977 and May 1978.

See attached report of project consultant, Mary Friend Shepard, in Appendix G, for results of the evaluation of the above four objectives.

Goal 2. Teachers who participate in the project will understand and be able to assess their students' level of affective development, and be able to plan and conduct class activities to facilitate student growth in affective development.

Objective 2.1 (Performance): 1975-76

Project teachers, after participating in inservice training for the model in affective education, will demonstrate understanding of affective development concepts and ability to assess students'

level of affective development. Understanding of concepts and ability to assess affective development will be measured by the "Affective Anecdotes" exercise constructed for use during the training program. On the exercise, each teacher must answer eight of the ten Area responses correctly, and must answer six of the ten Level responses correctly. Proficiency will be measured during the training program in January, 1976.

Evaluation Procedure: An exercise called "Affective Anecdotes" (See Appendix H) was constructed to measure achievement of this objective. After the model concepts had been presented to the project teachers in the training program, they completed the exercise. For each Anecdote, teachers were to indicate the Area of affective development and level of that Area with which the Anecdote was concerned.

Prior to using the "Affective Anecdotes" exercise, a level of proficiency was set for the two different responses called for to each of the Anecdotes. For the Area response, it was expected that each teacher should get at least eight of the ten Areas correct since the Areas are relatively easy to differentiate. Because the Level response required a finer discrimination, it was decided that each teacher should get at least six of the ten Levels correct.

Evaluation Results: The teacher results of the "Affective Anecdotes" exercise are shown in Table 9 for the 14 project schools.

Table 9. "Affective Anecdote" Exercise Results by School

School Name	Number Correct Area	Level
Kennedy	9	2
Hoffman	9	4
South Avondale	8	3
St. George	8	5
St. Antoninus	8	2
Bond Hill	7	3
Quebec Heights	9	5
St. Mark	9	4
Kirby Road	9	5
Taft	8	5
Mt. Airy	9	6
Carson	6	3
Winton Terrace	8	3
North Fairmount	6	7
Standard =	8	6

The results shown in Table 9 indicate that 11 of the 14 teachers met the standard set for the Area response of eight of ten correct. The other three teachers came very close to the standard. This result indicates that the teachers understood the concepts in the model program quite well.

For the Level response, two of the 14 teachers met the standard of six out of ten correct. Another six teachers came close to the standard. This result indicates that the teachers had some difficulty in differentiating among the three Levels in the model program. In order to improve their ability to assess their students' level of affective development, the exercise was followed up immediately in the training session with a discussion of the three Levels to help clarify the differences among them. In the materials which the teachers are pilot testing with their classes, the differences among the Levels are brought out in more detail in the behavioral outcomes listed for each Level. Thus, after using the materials with their classes, teachers should be better able to assess the level of the students' affective development.

Objective 2.1 (Performance): 1976-77

> Project teachers, after participating in a 10 hour training program, will show an increased awareness of approaches to improving the climate for affective education in their classrooms. Teacher awareness will be measured by exercises built into the training program. A standard for judging level of awareness will be set for the exercises prior to use. Intermediate project teachers' training program will occur in October 1976. Junior high project teachers' training program will occur in January 1977.

Evaluation Procedure: This objective was stated to measure the effectiveness of the project training program in making teachers aware of ways in which they could improve the climate for affective education in their classrooms. During the workshop, teachers were shown a video-tape of three situations in which a teacher led her class in three activities from the project materials. After each video-tape segment, the project staff members led small group discussions focused on the video-tape situation. The discussions were directed to aspects of the classroom environment which could facilitate affective education. These included the physical setting of the classroom, organization of instructional time, verbal behavior and interactions with students, and non-verbal behavior, including facial expressions, gestures, and movement about the classroom.

When the three discussions were finished, the teachers completed the form, "My Classroom Affective Climate" (Appendix I). Included on the sample form in Appendix I are a list of responses judged appropriate for the questions on the form. Each teacher's form was checked for having a response similar to the responses listed. Prior to checking the teachers' forms, a standard of 90% appropriate responses was set for each question. The percentage of teachers who made responses judged appropriate is shown in Table 10.

Table 10. Percent of Teachers Giving Responses Judged Appropriate on "My Classroom Affective Climate."

1. How could you modify your room arrangement to improve the affective environment?

   N = 55 = 95%

2. How could you plan or organize your instructional time differently to develop the affective climate?

   N = 44 = 76%

3. How could you change your verbal behavior, e.g. questioning, responding, to facilitate affective classroom interaction?

   N = 53 = 91%

4. What changes could you make in your non-verbal behavior, e.g. facial expressions, gestures, to better respond to student affective needs?

   N = 50 = 87%

5. What can you do to help students better express their affective concerns in your classroom?

   N = 47 = 81%

Total N = 58 Standard = 90%

Evaluation Results: The results in Table 10 show that the standard of 90% was exceeded on two of the questions. Teachers were able to indicate appropriate ways in which they could modify their room arrangement and change their verbal behavior to facilitate affective education. They came close to the standard in suggesting ways they might improve their non-verbal behavior. Although the standard was not met on the other two questions, the percentage of appropriate responses was still quite high. These results indicate that, in general, teachers were aware of ways in which they could improve their classroom climate for affective education.

The objectives for Goal 2 for all three years of the project included a facilitating objective each year directed to recording the amount of usage of the pilot and field test materials by the project

teachers. In the first year of the project, teachers used the elementary level pilot-test materials at least once a week during the half year of pilot testing. In the second year of the project, most teachers planned to use the materials at least once a week. However, that year both the energy crisis and a teacher strike so disrupted the schools that no valid test of the materials was conducted by most project teachers. In the third year of the project, Objective 2.1 called for project teachers to conduct at least 16 (two per month) activities from the field-test materials. This plan was again disrupted by the winter energy crises of 1978 but a review of reports completed by teachers at the end of the year showed that elementary teachers did from 5 to 20 activities with most doing 11 or more activities; junior high teachers did from 6 to 14 activities with most doing 8 or better. Thus, as the evaluation of the third-year results by Dr. Shepard indicates, the program was not used sufficiently by the teachers to produce a significant effect on students.

Goal 3. Staff and teachers in the project will produce a model program in affective education, with accompanying teacher training and student activities and materials, for intermediate and junior high school age children.

The objectives for Goal 3 for all three years of the project were facilitative, except for Objective 3.2 in the first year which stated that the field-test version of the elementary program would be developed and evaluated. The critiques offered by consultants to the project were very helpful in revising and improving the program. The last critique was done by Dr. Glenn Markle of the University of Cincinnati in May, 1978. A copy of his report is contained in Appendix J.

SECTION F - DISSEMINATION

The primary means of dissemination during the project period was a 15-20 minute oral presentation accompanied by a 12 minute slide show illustrating the content areas of the program. This presentation was made repeatedly to parent and community groups, principals and teaching staffs of schools, and administration representatives by the staff of the project. After showing the slide show, the staff would show the program materials to the audience and answer questions.

Another dissemination device that was developed and used was two pamphlets describing the elementary and junior high programs. These were distributed at the above presentations to interested persons and sent to others who requested information about the programs.

In the last year of the project the project director presented a paper at the Annual Meeting of the American Educational Research Association in April 1978 on the evaluation design used in the project. This paper was intended to present the methodology used in preoject evaluation and was not meant to be a dissemination of the affective education program itself.

The Community Communications Council met reguarly throughout the project period and provided helpful suggestions to the staff on important contacts and groups in the community to whom the project should be publicized. The slide show and presentation of the program materials was generally considered to be the most effective and successful means of providing an understanding of and support for the project.

SECTION G - CONCLUSIONS/RECOMMENDATIONS

Because of the problems noted by Dr. Shepard in her report with the field test of the affective education program, i.e. the infrequent or inconsistent use of the program material by the project teachers (in most cases, due to conditions beyond their control), and the possible inappropriateness or unreliability of the measures, no firm conclusions can be drawn about the effectiveness of the program. Over the three years of the project, it does appear that teachers uniformly perceive growth in their students' level of affective development as measured by the teacher instruments used in the project. However, no such growth was detected on the students' measure over the three-year period. The discrepancy in teacher-student results may be explained in part by the presumably better reliability of teacher observation versus student self-rating. It may also be that teachers can see change in their students over the school year which students do not perceive in themselves.

The subjective comments of teachers and students obtained from the staff visits to project classes were both positive and enthusiastic regarding the program. In their monthly reports, teachers indicated that students enjoyed the activities and looked forward to them during the week. Many teachers also gave suggestions for alternative ways of doing the activities, or additional resources that could be used with the materials. These were incorporated into the final version of the program. The only problem they encountered was finding time to work the program into their schedule. Teachers who used the program to supplement their regular instructional program were able to use it more frequently than those who treated it as a separate "subject."

On the basis of the field-test results, it would appear that a twice-a-month use of the materials is not sufficient to produce significant change. In fact, better results were obtained in the first year of the project when teachers used the materials on nearly a once-a-week basis.

From these conclusions, the following recommendations are made:

1. A well-controlled study using student data derived from an intensive (once-or-more per week) use of the materials is needed to determine if the program can have a significant effect on student self-perceived affective growth.

2. Teachers who use the program in the future should plan to conduct activities on at least a once-a-week basis.

3. The affective education program should not be treated as a separate activity but integrated as much as possible into the regular curriculum. This recommendation is easier to implement with the junior high program because of its format but the intermediate program can also be integrated into the subject areas with little difficulty.

4. The program is intended for use by teachers who are already aware of and sensitive to their students' needs to grow affectively. Therefore, the training workshop or program materials should not be used with the intention of changing an insensitive teacher's attitudes or relationships with his or her students.

SECTION H - PROJECT PHASE-IN

1. Continuation Efforts

The primary means of continuing the program will be through offering the training and program materials to teachers in the Cincinnati area and eventually to other districts which express interest. Seventeen new teachers participated in the training for the program in August 1978 and are now using the materials with their students. It is not possible to determine how many of the teachers who participated in the project during its three years are continuing to use the program but there have been requests from some of them for masters from which the student handouts can be made for use in the activities.

The program materials are available to districts outside Cincinnati at $59.92 per set (each intermediate area is a separate set) and $101.40 for the trainer's materials. These sets include the filmstrips, cassettes, handout masters, and posters which accompany the manuals. The only additional cost would be for paper for the handouts duplicated, and a rental or purchase charge for the films which are an optional feature of the training program.

2. Phases to be Discontinued

The only aspect of the project which cannot be continued is that of paying teachers to participate in the training. Project funds were used to reimburse teachers who were trained to pilot and field test the materials. However, arrangements have been made with the University of Cincinnati to provide two quarter credits to training participants who wish it.

3. Equipment Inventory

IBM Executive Typewriter
- purchased July 25, 1975 (with ESEA III funds)
- purchase price $720.00

4. Equipment Not Required for Phase-In

In accordance with ESEA IV-C Guidelines, Chapter 2; Section III. A. (b) (2) (i), the above typewriter will be used in other ESEA IV-C projects presently funded.

TABLE OF APPENDIXES

Appendix

A - Needs Assessment Data

B - Class Inventory of Affective Development

C - Questions About You

D - How I See Myself

E - Class Survey of Affective Development

F - Coping With Me and You

G - Dr. Mary Friend Shejard's Evaluation Reports

H - Affective Anecdotes

I - My Classroom Affective Climate

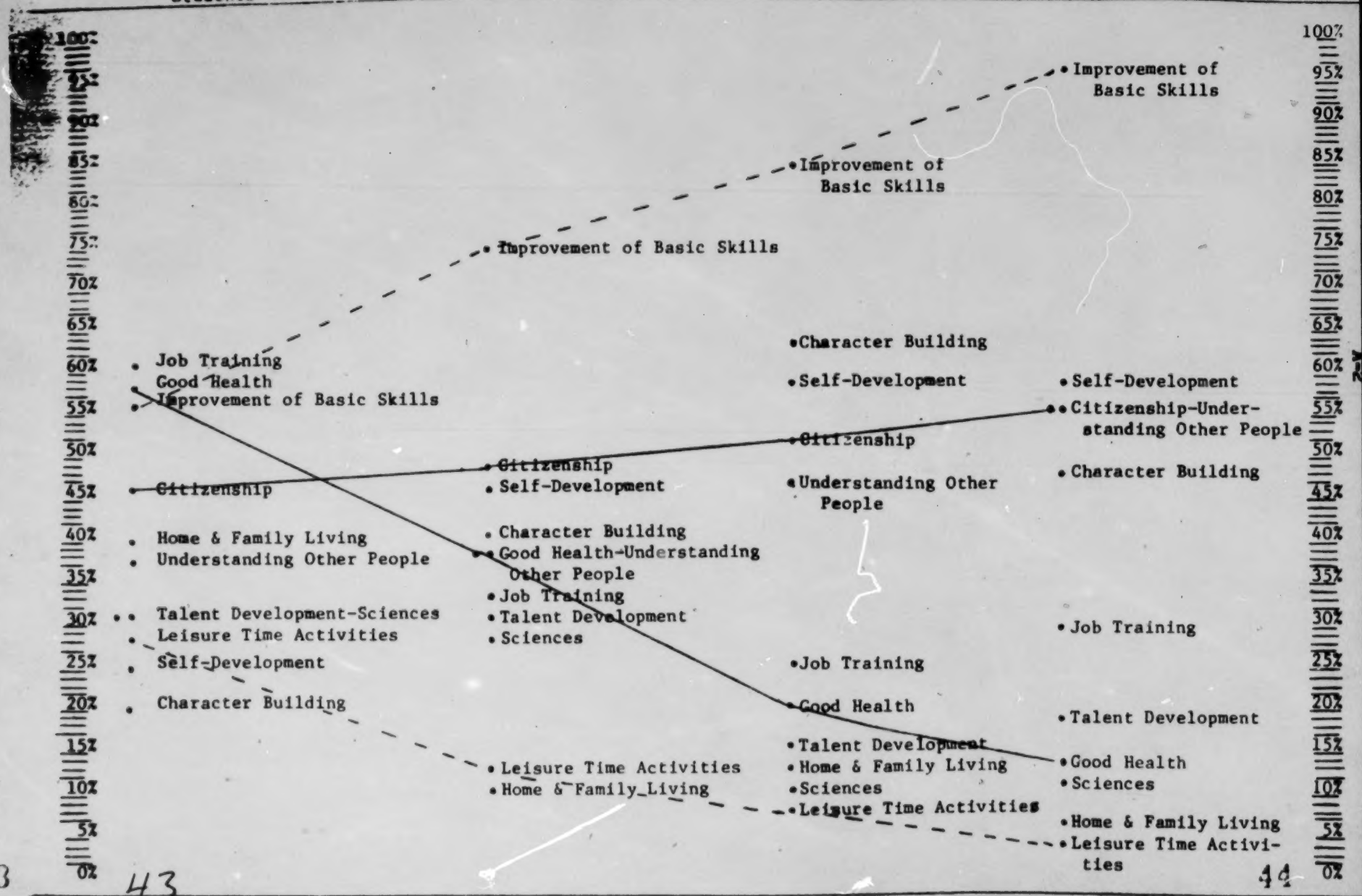
J - Dr. Glenn Markle's Evaluation Report

GOALS	Junior High System 9th Grade Students * N = 4955	Parents N = 4754	Teachers N = 578	Adm. N = 35	Senior High System 12th Grade Students N = 2589	Parents N = 3956	Teachers N = 573	Adm. N = 36
1. Good Health	37% (5)	25% (9)	15% (7)	14% (7)	34% (6)	29% (9)	13% (9)	6% (8)
2. Citizenship	33% (6)	52% (3)	50% (4)	46% (5)	23% (9)	48% (3)	49% (3)	36% (6)
3. Improvement of Basic Skills	38% (4)	61% (2)	80% (1)	100% (1)	43% (3)	53% (2)	73% (1)	89% (1)
4. Job Training	72% (1)	70% (1)	48% (5)	51% (4)	67% (1)	61% (1)	49% (4)	61% (3)
5. Self-Development	30% (8)	36% (5)	47% (6)	54% (3)	40% (4)	41% (4)	48% (6)	58% (4)
6. Talent Development	39% (3)	37% (4)	15% (8)	11% (9)	37% (5)	41% (5)	22% (7)	11% (7)
7. Leisure Time Activities	28% (10)	18% (10)	7% (11)	6% (10)	17% (11)	9% (11)	6% (11)	6% (9)
8. Sciences	30% (9)	29% (8)	11% (10)	0% (11)	28% (8)	33% (6)	13% (6)	0% (11)
9. Understanding Other People	43% (2)	30% (7)	51% (3)	66% (2)	49% (2)	33% (7)	49% (5)	78% (2)
10. Home & Family Living	31% (7)	18% (11)	16% (9)	14% (8)	31% (7)	21% (10)	16% (8)	6% (10)
11. Character Bldg.	20% (11)	32% (6)	56% (2)	46% (6)	22% (10)	30% (8)	54% (2)	39% (5)

*N = Number Responding

NOTE: Number in parenthesis is the rank order of goal statement for the group.

Appendix A


Students (6th grade)
Parents
Teachers
Administrators
100%
95%
90%
85%
80%
75%
70%
65%
60%
55%
50%
45%
40%
35%
30%
25%
20%
15%
10%
5%
0%
Job Training
Good Health
Improvement of Basic Skills
Citizenship
Home & Family Living
Understanding Other People
Talent Development-Sciences
Leisure Time Activities
Self-Development
Character Building
Improvement of Basic Skills
Citizenship
Self-Development
Character Building
Good Health-Understanding Other People
Job Training
Talent Development
Sciences
Leisure Time Activities
Home & Family Living
Improvement of Basic Skills
Character Building
Self-Development
Citizenship
Understanding Other People
Job Training
Good Health
Talent Development
Home & Family Living
Sciences
Leisure Time Activities
Improvement of Basic Skills
Self-Development
Citizenship-Understanding Other People
Character Building
Job Training
Talent Development
Good Health
Sciences
Home & Family Living
Leisure Time Activities
N = 5,212
N = 26,018
N = 1,593
N = 95

Appendix B

CLASS INVENTORY OF AFFECTIVE DEVELOPMENT

Teacher Name _____ School _____

Class Subject _____ Grade Level(s) 4 5 6
Circle one or more

Period Time _____ Student Age Range 8 9 10 11 12
Circle one or more

The following list of behaviors represent affective characteristics which may or may not be displayed by the students in your class. Thinking about the class as a whole, indicate whether you have observed each of the behaviors according to the following code:

1 = None of the students in my class can do this.

2 = Some (1/4 to 1/3) of the students in my class can do this.

3 = About half of the students in my class can do this.

4 = Most (2/3 to 3/4) of the students in my class can do this.

5 = Nearly all of the students in my class can do this.

Write the number next to each behavior which best represents the class as a whole.

_____ 1. Give reasons for their ranking of a given set of values.

_____ 2. Tell what is meant by a stereotype.

_____ 3. Identify at least one personal quality they like in a particular friend.

_____ 4. Describe a personal goal for themselves.

_____ 5. Express three ways in which they use their academic skills outside school.

_____ 6. Identify the needs or interests of others in a given choice situation.

_____ 7. Participate willingly in an activity (game, project, etc.) with children from another racial/ethnic group.

_____ 8. Show concern for the needs and interests of others.

_____ 9. Describe their personal concept of themselves.

_____ 10. Ask for additional schoolwork.

_____ 11. Describe a sequence of rational steps to making a decision.

_____ 12. Voluntarily seek contact with children from other racial or cultural groups.

_____ 13. Indicate why they like to associate with a particular group of friends.

_____ 14. Give a general description of their self-concept.

_____ 15. Tell of at least one way academic skills are used by adults.

_____ 16. Explain what a "value" means to them.

_____ 17. Identify a cultural tradition of an ethnic/cultural group different from their own.

_____ 18. Name at least two groups of peers with whom they associate.

_____ 19. Describe the social groups (family, school, neighborhood) to which they belong.

_____ 20. Practice an academic skill on their own in order to improve it.

_____ 21. Make some personal decisions which consider the needs or interests of others.

_____ 22. Identify some benefits of associating with children from different cultural backgrounds.

_____ 23. Associate regularly with a particular group of friends.

_____ 24. Describe what they have learned about themselves from a failure experience.

_____ 25. Ask to learn about a new subject or skill they previously ignored.

_____ 26. Explain how they would approach a choice dilemma.

_____ 27. Describe two cultural traditions of their own racial/cultural group.

_____ 28. Have a special friendship with one particular child.

_____ 29. Describe the personal strengths or assets they see in themselves.

_____ 30. Ask for assistance in attempting a new academic skill.

_____ 31. Give an example of how a personal belief influences their behavior.

_____ 32. Seek more information about other ethnic/cultural groups.

_____ 33. Identify at least one reason for not associating with a particular group of peers.

_____ 34. Say what they like or dislike about the social groups to which they belong.

_____ 35. Check and correct their own schoolwork without being told.

_____ 36. Explain a reason for a choice in terms of a personally held value or belief.

_____ 37. Describe the cultural heritage of an ethnic/cultural group different from their own.

_____ 38. Identify at least two qualities they think are desirable in a friend.

_____ 39. Describe what they have learned about themselves from a success experience.

_____ 40. Can indicate what it is they like about a certain school subject.

_____ 41. Describe a viewpoint different from their own in a given situation.

_____ 42. Have a friendship with a child from a racial/ethnic group different from their own.

_____ 43. Give reasons for their behavior in terms of peer group interests.

_____ 44. Identify some ways in which they are influenced by others.

_____ 45. Do more than the minimal schoolwork assigned.

Appendix C Name _____

Teacher _____

School _____

QUESTIONS ABOUT YOU

Directions: Read the following questions about you and circle your answer either YES, NO, or NOT SURE. There are no right or wrong answers to these questions. Just circle the answer that shows how you really feel.

1.	Do you usually look for different ways of making a choice?	YES	NO	NOT SURE
2.	Would you like to learn more about some new subject in school?	YES	NO	NOT SURE
3.	Do you sometimes use the things you do in school at home?	YES	NO	NOT SURE
4.	Do you like most of the people you know?	YES	NO	NOT SURE
5.	Can you think of two good points about yourself?	YES	NO	NOT SURE
6.	Do you always agree with your friends?	YES	NO	NOT SURE
7.	Can you tell something about your own race or family background?	YES	NO	NOT SURE
8.	Would you like to play with a child of a race or background different from your own?	YES	NO	NOT SURE
9.	Can you tell what it means to believe in something?	YES	NO	NOT SURE
10.	Would you do something for someone else if it meant you couldn't have something you wanted?	YES	NO	NOT SURE
11.	Do you usually give up if your schoolwork is too hard?	YES	NO	NOT SURE
12.	Do you feel you understand yourself very well?	YES	NO	NOT SURE
13.	Can you tell why you like your friends?	YES	NO	NOT SURE

14.	Do you have one special friend?	YES	NO	NOT SURE
15.	Do you think it is good to know people of different races or backgrounds?	YES	NO	NOT SURE
16.	Would you like to understand your friends better?	YES	NO	NOT SURE
17.	Are there some ways no one else is exactly like you?	YES	NO	NOT SURE
18.	Do you ever disagree with other people?	YES	NO	NOT SURE
19.	Do you try to follow what you believe in?	YES	NO	NOT SURE
20.	Do you ever do schoolwork when you don't have to?	YES	NO	NOT SURE
21.	Do you usually ask your teacher for help with your schoolwork?	YES	NO	NOT SURE
22.	Do your friends ever do things you don't like?	YES	NO	NOT SURE
23.	Do you have a friend of a different race or background?	YES	NO	NOT SURE
24.	Do you think about what another person might want in making a choice for yourself?	YES	NO	NOT SURE
25.	Do you feel that you can do most of your schoolwork?	YES	NO	NOT SURE
26.	If you could, would you change yourself in some way?	YES	NO	NOT SURE
27.	Do you feel you belong to a special group or gang of friends?	YES	NO	NOT SURE
28.	Would you like to know more about people of another race or background?	YES	NO	NOT SURE
29.	Do you usually have a reason for choices you make?	YES	NO	NOT SURE
30.	Do you feel that most persons of a different race or background than your own act the same?	YES	NO	NOT SURE

Appendix D

Handout IV-1

HOW I SEE MYSELF

DIRECTIONS: Show how you feel about each of the following statements by putting the number of one of the following answers next to each statement number on your answer sheet.

1 = STRONGLY DISAGREE

2 = DISAGREE

3 = NOT SURE

4 = AGREE

5 = STRONGLY AGREE

1. When I have to choose between two things, I usually have a good reason for the choice I make.
2. My family and friends have helped make me the kind of person I am.
3R. I don't see much use for the things I learn in school.
4. Sometimes my friends do things I don't like.
5R. I don't know too much about my cultural background.
6R. I sometimes have difficulty knowing how to make a right decision.
7R. I don't care too much about what my family thinks of me.
8. I use the things I learn in school a lot outside of school.
9R. I usually go along with everything my friends do.
10R. Most people of other races act the same.
11R. I can't understand why other people don't always see things the way I do.
12. Sometimes I like to try acting in new or different ways from what I have been like.
13. I like to learn about new things in school.
14. I have one group of friends I do things with.
15. I would like to know more about people from different racial groups.

- over -

16. I don't care if other people don't always agree with me.

17R. I am somewhat afraid to try anything new or different.

18R. School kind of bores me.

19R. I don't really have a special group of friends.

20R. I prefer to do things with people of my own race.

21. I would do something for someone else, even if it meant I couldn't have something I wanted.

22R. It's hard for me to put into words how I see myself.

23. Sometimes I do more schoolwork than my teacher gives me.

24. There are certain special things I like about my friends.

25. I have a good friend of another race.

26R. It would be difficult for me to give up something of mine for another person's sake.

27. I think I could describe myself pretty well.

28R. I never do any more schoolwork than I have to.

29R. It's hard for me to say why I like my friends.

30R. I don't know anyone of a different race very well.

Teacher's Name _____ (Jr. High)
School _____

Project Class
Matching Class
(Circle one)

Appendix E

CLASS SURVEY OF AFFECTIVE DEVELOPMENT

Directions

Based on your experience with the students in your project class, rate the class as a whole on each of the following developmental characterisitcs. Some of the items may be difficult to rate, but use your best judgment in giving a rating to each item. Use the following scale to rate the class.

1 = Not true of any of the students in my class

2 = True of a few students (one-fourth/one-third) in my class

3 = True of about half the students in my class

4 = True of most of the students (two-thirds/three-fourths) in my class

5 = True of all the students in my class

Rating

____ 1. Can think through the logical consequences of a decision

____ 2. Are aware of the different kinds of peer groups in their school

____ 3. Are willing to examine their own attitudes toward other racial or ethnic groups

____ 4. Have developed a healthy body image

____ 5. Judge behavior by whether it pleases others

____ 6. Can see ways of changing behavior patterns to promote better intergroup relations

____ 7. Seek the acquaintance of peers of the opposite sex

____ 8. Show little interest in examining their own self-concepts

____ 9. Seem to have a good identification with their same sex peers

____ 10. Seem unwilling to learn about persons from other racial or ethnic backgrounds

____ 11. Can apply an abstract values concept to a real situation

____ 12. Often seem to be "trying out" different personalities

____ 13. Often conform to majority behavior patterns

____ 14. Can identify sources of conflict among persons of differing backgrounds

-over-

____ 15. Have made a good adjustment to their development of primary and secondary sex characteristics

____ 16. Seem able to abstract a values concept from a given set of specifics

____ 17. Have been successful in affiliating with one group of peers in their school

____ 18. Accept differences in behavior patterns of different groups

____ 19. Seldom take other's views into consideration when making a decision

____ 20. Sometimes find their needs for greater independence in conflict with adult expectations

____ 21. Are quite aware of the latest fads in music, clothes, etc.

____ 22. Can apply concepts of respect or justice to intergroup conflict situations

____ 23. Make unfavorable comparisons of their own physical size and capabilities with others

____ 24. Exhibit frustration in their efforts to cope with peer pressure vs. adult expectations

____ 25. Seem to feel they have some control over their own futures

____ 26. Show respect for differing points of view

____ 27. Have developed particular self-perceptions in areas of specific competence, e.g. academic or athletic ability

____ 28. Have done some initial thinking about career plans

____ 29. Have developed a friendship with someone of a different racial or ethnic group

____ 30. Have had initial dating experiences with persons of the opposite sex

____ 31. Can't really consider two differing points of view

____ 32. Usually feel good about their growing independence from adults

____ 33. See ways of improving communication among groups

____ 34. Sometimes experience discrepancies between their family's values and their peers' values

____ 35. Attempt to assert new roles for themselves

____ 36. Tend to stick with the same friends they had from elementary school

VDM _____ SCD _____ PR _____ IRCU _____

COPING WITH ME AND YOU

Directions

This sheet contains statements about how well you understand yourself and about how well you get along with others. Show how much you Agree or Disagree with each statement by putting one of the following numbers in the space by the number of the item on your answer sheet.

1 = I Strongly Disagree with the statement

2 = I Disagree with the statement

3 = I'm Not Sure if I agree or disagree

4 = I Agree with the statement

5 = I Strongly Agree with the statement

Do not put your name on your answer sheet. Your answers will not be shown to anyone. The answers from your whole class will help decide if the "Coping with Me and You" program is helpful to students.

1. I usually try to think about the results before I make a decision.
2. Sometimes I wonder who I really am.
3. Students in our school tend to hang around together in different groups.
4. It bothers me that blacks and whites don't get along better.
5. In most of my actions, I try to do what other kids do.
6. I believe that I am good at certain things.
7. It bothers me that my friend's values don't always agree with my parents' values.
8. I don't mind hearing someone with a different point of view.
9. It's hard for me to see two different points of view at the same time.
10. Adults sometimes bug me when I try to do things on my own.
11. I usually know what's happening in music, clothes, etc..
12. I have a friend of a different race.
13. I try to think about what might happen to somebody else if I make a certain decision.
14. Sometimes I try acting like a different kind of person.

15. I have some friends of the opposite sex.
16. I can see some reasons why blacks and whites don't always get along.
17. I have begun thinking about some possible careers for myself.
18. I'm generally happy with my physical condition.
19. I have made some new friends in junior high school
20. The behavior of kids of a different race doesn't usually bother me.
21. I usually try to act in line with what I believe in.
22. I think I can do more things than adults let me.
23. I am satisfied with the group of friends I have.
24. I can see some ways in which blacks and whites could get along better.

Appendix G

REPORT OF THE ANALYSIS OF POSTTEST DATA: THE EFFECT O[illegible] A MODEL PROGRAM IN AFFECTIVE EDUCATION ON THE AFFECTIVE DEVELOPMENT OF INTERMEDIATE ELEMENTARY STUDENTS

The purpose of this study was to determine if experimental and control groups differed significantly from each other in terms of affective development after the experimental group participated in using A Model Program in Affective Education. Each section will include a description of the subjects, the instruments used, the process of data collection, a description of group variables, the hypotheses, the technique of data analysis and a discussion of the results and findings of the posttest data.

Sample

Seventy intermediate elementary classes in twenty different schools in Cincinnati, Ohio comprise the sample for this study. Teachers volunteered to participate in the study. Only those classes in which a matching control class could be found within the same school were accepted for the study. The classes were matched by racial distribution, grade level, and school.

Both experimental and control teachers participating in this study gave a pretest and a posttest to their students and took a teacher pretest and posttest. Experimental teachers introduced instruction into their curriculum from one of the five units in A Model Program in Affective Education based on a needs assessment.

Instruments

Two instruments were used to collect data for this study. The affective development of students in five areas (Valuing and Decision Making, Self Concept Development, Peer Relationships, Interracial/Intercultural Understanding and Academic Confidence) was measured by using "How I See Myself." "How I See Myself" is a thirty item, Likert scale instrument, with six items for each of the above five areas. The perceptions of classroom teachers concerning the affective development of their students in the five areas mentioned above were measured using "Class Inventory of Affective Development." "Class Inventory of Affective Development" is a forty-five item instrument in which teachers identify the proportion of students in their classrooms who have particular affective skills. Each area is represented by nine items on the instrument. A score for each of the five areas can be computed from the instrument. A total score was computed by adding the score for each of the individual areas.

Procedures

Pretest data was collected in November 1977 using "How I See Myself" and "Class Inventory of Affective Development." The same instruments were used in May 1978 as posttests. The instruments were administered by the classroom teachers and returned to the Research and Development Center of the Cincinnati Public Schools for scoring. Based on a needs assessment, each teacher selected one of the five areas of A Model Program in Affective Education for intensive work during the 1977-78 school year. The teacher agreed to use a set of materials centered around the

selected affective area a minimum of twice monthly throughout the entire school year. The following breakdown of treatment groups by area was found.

SUMMARY OF TREATMENT GROUPS BY AREA

Area	N
Valuing and Decision Making	12
Self Concept Development	10
Peer Relationships	2
Interracial/Intercultural Understanding	12
Academic Confidence	6
Total	42

Variables

This section includes a description of the dependent and independent variables used in this study.

Dependent Variables

The dependent variable used in this study is affective development in intermediate elementary students as defined by "How I See Myself" and "Class Inventory of Affective Development." Affective Development involves five areas in this study: Valuing and Decision Making, Self Concept Development, Peer Relationships, Interracial/Intercultural Understanding and Academic Confidence. The mean scores will be used as a measure of affective development for these five areas for each of the two instruments, one of which measures student assessment of student affective development, and one of which measures teacher assessment of student affective development.

The independent variable used in this study is A Model Program in Affective Education. One of five areas of study was

used by each experimental classroom. In addition, the independent variables of race (percentage of black students) and grade level 4, 5 or 6) was used.

Data Analysis

An analysis of covariance was used to assess the posttest differences between experimental and control groups. Pretest scores were used as covariates. The alpha level required for acceptance of a hypothesis was .05. In addition, a breakdown of means and standard deviations was obtained for sub-group scores within the area of treatment level.

Hypothesis One. Intermediate level students in project classes will achieve significantly more growth in affective development as compared with students in matching classes on the student measure "How I See Myself." ($p < .05$)

Results and Findings.

Hypothesis One was tested using an analysis of covariance of the experimental and control groups. Table 1 shows the results of the analysis of covariance. No significant difference was found between experimental and control groups on the total score for the posttest measure using pretest scores as covariates. Student pretest and posttest means and standard deviations are shown by experimental and control groups in Table 2. The experimental group actually decreased by .10 its total score between the pretest and the posttest, while the control group had an increase of .21. On closer examination of the total mean scores by affective areas, it can be seen that the experimental group had slight increases in the areas of Valuing and Decision Making (.22), Interracial/Intercultural Understanding (.08) and Academic Confidence

(.07) while it had decreases in the areas of Self Concept Development (-.86) and Peer Relationships (-.05). The control group had slight increases in the areas of Valuing and Decision Making (1.29), Peer Relationships (.85) and Academic Confidence (.35) and slight decreases in the areas of Self Concept Development (-.58) and Interracial/Intercultural Understanding (-.13).

Table 3 shows the analysis of variance of student posttest total score by Treatment, Race and Grade using the pretest score as a covariate. No significant difference was found for any of the three main effects (treatment, race, grade). Only the interaction of race and grade level was found to be significant.

Table 4 shows the mean scores and standard deviations on student pretest and posttest sub-scores by treatment groups and areas. For example, the mean and standard deviation scores are given for the Valuing and Decision Making group on the Valuing and Decision Making items only from the entire test. Tables 5 through 9 provide the analysis of covariance for each of the five areas on each respective sub-section of the test (Table 5, Valuing and Decision Making; Table 6, Self Concept Development; Table 7, Peer Relationships; Table 8, Interracial/Intercultural Understanding; Table 9, Academic Confidence). No significant differences were found for any of these main effects. Both the experimental and control groups had slight increases in the areas of Valuing and Decision Making (.07 and .14 respectively) and Interracial/Intercultural Understanding (.08 and .05 respectively) and slight decreases in the areas of Self Concept Development (-.01 and -.10 respectively) and Academic Conficence (-.08 and -.22 respectively). In the area of Peer Relationships the experimental group had an

increase of .60 while the control group had a decrease of .05.

Conclusions. No significant differences were found between experimental and control groups on the posttest measure of student affective development when controlling for the effect of the pretest. Several explanations for this may be posited.

First, the use of value clarification materials twice monthly may not be frequent enough to effect change in affective development of intermediate elementary students. Two studies by Covault (1973) and Guziak (1975) provide evidence that the use of value clarification in fifth grade classes has a positive effect in changing student self-concepts after eleven and eight weeks respectively, but in each of these studies the treatment was given weekly.

Second, while no differences were found between treatment groups on the posttest measure, no delayed measure was taken. There seems to be evidence that affective changes do not occur immediately following treatment. Beck (1972) measured the effects of an ethics course on the moral development of eleventh grade students. While no differences were found in the posttest measure, differences were found in favor of the experimental group on a delayed posttest given one year later. Sullivan (1975) conducted a study among fifth graders in the Ontario public schools in which contemporary moral issues were discussed weekly for one year. The control group did not participate in the discussions. The posttest revealed no differences. A delayed posttest one year later revealed significant differences in favor of the experimental group. Ehman (1977) concluded in a review of social studies curriculum and in-

struction research on valuing that "the delayed effect bears out the theory that, while instructional intervention may have no direct and immediate effects, it may increase individuals' sensitization to their moral environments, so that delayed effects result from post-treatment interactions."

Third, paper and pencil tests are not as effective as other evaluation techniques for measuring changes in attitudes. Indeed, a paper and pencil test may reinforce stereotypes. It is difficult to assess minor changes in attitudes on an instrument with only forty-five questions.

Fourth, "How I See Myself" may not be a valid and reliable measure of affective development. The Pearson Correlation Coefficients between the pretest and posttest scores reveals no relationship between pretest and posttest scores.

Total Score	.087
Valuing and Decision Making	.069
Self Concept Development	.051
Peer Relationships	.174
Interracial/Intercultural Understanding	.122
Academic Confidence	.055

In other words, there is no predictive value of posttest performance based on pretest scores. This may be due to the fact that class data is being analyzed rather than individual student data.

Fifth, the winter of 1978 was one of the worst ever recorded in Cincinnati history. Public schools were closed for snow days. In addition, the energy crisis caused by the coal strike created problems in the public schools. Teachers feeling the pressure of missed school did not give this project the expected emphasis.

Hypothesis Two. Intermediate level students in project classes will achieve significantly more growth in affective development as compared with students in matching classes on the teacher measure, "Class Inventory of Affective Development." ($p > .05$)

Results and Findings.

Hypothesis Two was tested using an analysis of covariance of the experimental and control groups. Table 10 shows the results of the analysis of covariance. No significant difference was found between experimental and control groups on the total score for the posttest measure using pretest scores as covariates. Mean scores and standard deviations for the teacher pretest and posttest total scores are shown on Table 11 by treatment groups and areas. Both the experimental and control groups had increases in their perception of their students' affective development, with the exception of the control teachers' perception of their students' academic confidence.

	Experimental Difference	Control Difference
Total Score	+2.50	+2.34
Valuing and Decision Making	+4.57	+1.14
Self Concept Development	+1.70	+2.46
Peer Relationships	+3.50	+3.75
Interracial/Intercultural Understanding	+ .86	+4.36
Academic Confidence	+2.03	- .20

An analysis of variance of teacher posttest total score by treatment, race and grade using pretest scores as covariates is reported in Table 12. No significant differences were found in any of the main effects or interactions.

Table 13 shows the mean scores and standard deviations on teacher pretest and posttest sub-scores by treatment groups and

areas. Both the experimental and control groups had increases in four areas -- Valuing and Decision Making, Self Concept Development, Peer Relationships, and Interracial/Intercultural Understanding. The experimental group also increased in the area of Academic Confidence, while the control group decreased. Tables 14 through 18 provide an analysis of covariance for each of the five areas on each respective sub-section of the test (Table 14, Valuing and Decision Making; Table 15, Self Concept Development; Table 16, Peer Relationships; Table 17, Interracial/Intercultural Understanding; and Table 18, Academic Confidence). Significant differences between the experimental and control groups were found in favor of the experimental group for two areas, valuing and decision making ($p < .01$) and academic confidence ($p < .05$). No difference was found between the experimental and control groups for three areas, self concept development, peer relationships, and interracial/intercultural understanding.

Conclusions. Between November 1977 and May 1978 both the experimental and control classes were considered by their teachers to have made improvements in terms of their affective development. Only in the control group for the academic confidence area was there a decrease in the teachers' perceptions. In spite of the fact that an overall increase in mean scores was found for both experimental and control groups, a significant difference was found between experimental and control groups in the areas of Valuing and Decision Making and Academic Confidence. While these differences did not show up on the student measure,"How I See Myself," it is encouraging to see that teachers did perceive a

difference. It may be that differences are obvious in student behavior before the differences show up on a paper and pencil test. It may be that A Model Program in Affective Education has begun a process which increased the sensitivity of students to their own affective development. This process is one that takes a considerable amount of time. For teachers to perceive a change in student affective development is a major step.

Implications. A Model Program in Affective Education is a set of curriculum materials using a values clarification approach to improve the affective development of intermediate elementary students in five areas: Valuing and Decision Making, Self Concept Development, Peer Relationships, Interracial/Intercultural Understanding, and Academic Confidence. In spite of the numerous problems resulting from the harsh winter of 1978, there seems to be evidence that the use of these materials made a difference in student behavior in the areas of valuing and decision making and academic confidence as perceived by teachers.

This project consultant would strongly recommend the following:

1. That this study be replicated in the Fall of 1978 to avoid the effects of winter weather and snow days;

2. That a delayed posttest be given the following spring to measure the long term effects of A Model Program in Affective Education;

3. That student data, rather than class data, be evaluated to obtain a better measure of the impact of A Model Program in Affective Education;

4. That teachers use the materials in A Model Program in Affective Education a minimum of one hour each week, preferably for three twenty minute periods each week;

5. That a longitudinal study be undertaken to determine the cumulative effect of A Model Program in Affective Education and Coping With Me and You.

Table 1. Analysis of Variance Results of the Student Posttest Total Score by Treatment with Pretest Total Score

Source	df	M.S.	F
Treatment	1	.465	.250
Explained	2	.582	.313
Residual	49	1.858	

**p < .01 *p < .05

Table 2. Mean Scores and Standard Deviations on Student Pretest and Posttest Total Scores by Treatment Groups and Areas

	Pretest				Posttest			
	Experimental		Control		Experimental		Control	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Total Group	17.23	.74	16.64	1.68	17.13	1.37	16.89	1.34
Valuing & Decision Making	17.33	.24	15.98	2.17	17.55	1.04	17.27	.82
Self Concept Development	17.58	.58	16.21	2.48	16.72	2.33	15.63	2.21
Peer Relationships	16.90	1.56	16.70	.28	16,85	1.34	17.55	.21
Interracial/Intercultural Understanding	17.09	.99	17.38	.79	17.17	1.19	17.25	.55
Academic Confidence	16.93	.86	16.92	.72	17.00	.57	17.27	.34

Table 3. Analysis of Variance Results of Student Posttest Total Score by Treatment, Race and Grade with Pretest Score

Source	df	M.S.	F
Treatment	1	.136	.083
Race	2	1.789	1.086
Grade	2	2.364	1.435
Treatment by Race	2	3.802	2.308
Treatment by Grade	2	2.964	1.799
Race by Grade	4	4.668	2.834*
Treatment by Race by Grade	4	1.455	.883
Explained	18	2.103	1.277
Residual	33	1.647	

**p<.01 *p<.05

Table 4. Mean Scores and Standard Deviations on Student Pretest and Posttest Sub-scores by Treatment Groups and Areas

	Pretest				Posttest			
	Experimental		Control		Experimental		Control	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Valuing & Decision Making on Valuing & Decision Making	3.25	.13	3.01	.42	3.32	.49	3.15	.26
Self Concept Development on Self Concept Development	3.43	.20	3.33	.56	3.42	.53	3.23	.56
Peer Relationships on Peer Relationships	3.15	.21	3.50	.14	3.75	.21	3.45	.21
Interracial/Intercultural Understanding on Interracial/Intercultural Understanding	3.24	.23	3.35	.16	3.32	.35	3.40	.16
Academic Confidence on Academic Confidence	3.40	.20	3.67	.28	3.32	.27	3.45	.06

Table 5. Analysis of Variance Results for Students in Valuing and Decision Making Area on Valuing and Decision Making Sub-section of Test

Source	df	M.S.	F
Treatment	1	.144	.781
Explained	2	.074	.400
Residual	11	.400	

**p < .01 *p < .05

Table 6. Analysis of Variance Results for Students in Self Concept Development Area on Self Concept Development Subsection of Test

Source	df	M.S.	F
Treatment	1	.093	.280
Explained	2	.054	.163
Residual	9	.331	

**p < .01 *p < .05

Table 7. Analysis of Variance Results for Students in Peer Relationships Area on Peer Relationships Sub-Section of Test

Source	df	M.S.	F
Treatment	1	.172	49.613
Explained	2	.086	25.500
Residual	1	.003	

**p < .01 *p < .05

Table 8. Analysis of Variance Results for Students in Interracial/Intercultural Understanding Area on Interracial/Intercultural Understanding Sub-section of Test

Source	df	M.S.	F
Treatment	1	.000	.000
Explained	2	.446	.3E + 15**
Residual	11	.000	

** $p < .01$ *$p < .05$

Table 9. Analysis of Variance Results for Students in Academic Confidence Area on Academic Confidence Subsection of Test

Source	df	M.S.	F
Treatment	1	.033	.703
Explained	2	.018	.385
Residual	5	.047	

**p < .01 *p < .05

Table 10. Analysis of Variance Results of the Teacher Posttest Total Score by Treatment with Pretest Total Score

Source	df	M.S.	F
Treatment	1	13.60	1.513
Explained	2	37.31	4.15*
Residual	49	8.99	

**p < .01 *p < .05

Table 11. Mean Scores and Standard Deviations on Teacher Pretest and Posttest Total Scores by Treatment Groups and Areas

	Pretest				Posttest			
	Experimental		Control		Experimental		Control	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Total Group	14.91	3.02	13.63	3.33	17.41	2.82	15.97	3.41
Valuing & Decision Making	14.23	2.40	12.46	2.96	18.80	3.21	13.60	3.45
Self Concept Development	12.90	2.72	13.56	3.82	14.60	2.06	16.02	3.39
Peer Relationships	14.15	.49	12.95	3.74	17.65	1.20	16.70	2.55
Interracial/Intercultural Understanding	17.88	3.29	13.84	3.89	18.74	1.92	18.20	3.64
Academic Confidence	14.42	1.00	15.42	1.97	16.45	1.97	15.22	1.29

Table 12. Analysis of Variance Results of Teacher Posttest Total Score by Treatment, Race and Grade with Pretest Score

Source	df	M.S.	F
Treatment	1	5.02	.461
Race	2	13.92	1.28
Grade	2	2.19	.20
Treatment by Race	2	1.94	.18
Treatment by Grade	2	3.27	.30
Race by Grade	4	5.73	.53
Treatment by Race by Grade	4	2.11	.19
Explained	18	8.64	.79
Residual	33	10.89	

**p < .01 *p < .05

Table 13. Mean Scores and Standard Deviations on Teacher Pretest and Posttest Sub-scores by Treatment Groups and Areas

	Pretest				Posttest			
	Experimental		Control		Experimental		Control	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Valuing & Decision Making on Valuing & Decision Making	2.31	.47	2.01	.63	3.58	.77	2.21	.45
Self Concept Development on Self Concept Development	2.51	.67	2.80	.98	3.03	.72	3.41	.89
Peer Relationships on Poer Relationships	3.65	.07	3.05	1.20	3.75	.64	4.25	.21
Interracial/Intercultural Understanding on Interracial/Intercultural Understanding	3.35	.74	2.58	.98	3.60	.53	3.66	.88
Academic Confidence on Academic Confidence	3.05	.55	3.20	.29	3.55	.51	2.83	.48

Table 14. Analysis of Variance Results for Teachers in Valuing and Decision Making on Valuing and Decision Making Sub-section of Test

Source	df	M.S.	F
Treatment	1	6.157	13.047**
Explained	2	3.234	6.853**
Residual	11	.472	

**$p < .01$ *$p < .05$

Table 15. Analysis of Variance Results for Teachers in Self Concept Development on Self Concept Development Sub-section of Test

Source	df	M.S.	F
Treatment	1	.084	.301
Explained	2	2.242	8.017**
Residual	9	.280	

**p < .01 *p < .05

Table 16. Analysis of Variance Results for Teachers in Peer Relationships on Peer Relationships Sub-section of Test

Source	df	M.S.	F
Treatment	1	.113	.292
Explained	2	.156	.402
Residual	1	.388	

**p < .01 *p < .05

Table 17. Analysis of Variance Results for Teachers in Interracial/Intercultural Understanding on Interracial/ Intercultural Sub-section of Test

Source	df	M.S.	F
Treatment	1	.152	.282
Explained	2	.236	.439
Residual	11	.538	

**p < .01 *p < .05

Table 18. Analysis of Variance Results for Teachers in Academic Confidence on Academic Confidence Sub-section of Test

Source	df	M.S.	F
Treatment	1	1.311	6.991*
Explained	2	.786	4.190
Residual	5	.187	

**p < .01 *p < .05

REPORT OF THE ANALYSIS OF POSTTEST DATA: THE EFFECT OF COPING WITH ME AND YOU ON THE AFFECTIVE DEVELOPMENT OF JUNIOR HIGH SCHOOL STUDENTS.

The purpose of this study was to determine if experimental and control groups differed significantly from each other in terms of affective development after the experimental group participated in using Coping With Me and You. This report will include a description of the subjects, the instruments used, the process of data collection, a description of group variables, the hypotheses, the technique of data analysis and a discussion of the results and findings of the posttest data.

Sample

Sixty junior high classes in thirteen different schools in Cincinnati, Ohio comprise the sample for this study. Teachers volunteered to participate in the study. Only those classes in which a matching control class could be found within the same school were accepted for the study. The classes were matched by racial distribution, grade level, and school.

Both experimental and control teachers participating in this study gave a pretest and a posttest to their students and took a teacher pretest and posttest. Experimental teachers introduced instruction into their curricula from one of the four units in Coping With Me and You based on a needs assessment.

Instruments

Two instruments were used to collect data for this study. The affective development of students in four areas (Valuing and Decision Making, Self Concept Development, Peer Relationships, and Interracial/Intercultural Understanding) Was measured by using "Coping With Me and You." "Coping With Me and You" is a twenty-four item, Likert scale instrument, with six items for each of the above four areas. The perceptions of classroom teachers concerning the affective development of their students in the four areas mentioned above were measured using "Class Survey of Affective Development." "Class Survey of Affective Development" is a thirty-six item instrument in which teachers identify the proportion of students in their classrooms who have particular affective skills. Each area is represented by nine items on the instrument. A score for each of the four areas can be computed from the instrument. A total score was computed by adding the score for each of the individual areas.

Procedures

Pretest data was collected in November 1977 using "Coping With Me and You" and "Class Survey of Affective Development." The same instruments were used in May 1978 as posttests. The instruments were administered by the classroom teachers and returned to the Research and Development Center of the Cincinnati Public Schools for scoring. Based on a needs assessment, each teacher selected one of the four areas of Coping With Me and You for intensive work during the 1977-78 school year. The teacher agreed to use a set of materials centered around the selected

affective area a minimum of twice monthly throughout the entire school year.

Variables

This section includes a description of the dependent and independent variables used in this study.

Dependent Variables

The dependent variable used in this study is affective development in junior high students as defined by "Coping With Me and You" and "Class Survey of Affective Development." Affective Development involves four areas in this study: Valuing and Decision Making, Self Concept Development, Peer Relationships, and Interracial/Intercultural Understanding. The class means will be used as a measure of affective development for these four areas for each of the two instruments, one of which measures student assessment of student affective development, and one of which measures teacher assessment of student affective development.

The independent variable used in this study is Coping With Me and You. One of four areas of study was used by each experimental classroom. In addition, the independent variables of race (percentage of black students) and grade level (7, 8 or 9) was used.

Data Analysis

An analysis of covariance was used to assess the posttest differences between experimental and control groups. Pretest scores were used as covariates. The alpha level required for acceptance of a hypothesis was .05. In addition, a breakdown

of means and standard deviations was obtained for sub-group scores within the area of treatment level.

Hypothesis One. Junior high level students in project classes will achieve significantly more growth in affective development as compared with students in matching classes on the student measure "Coping With Me and You." ($p < .05$)

Results and Findings.

Hypothesis One was tested using an analysis of covariance of the experimental and control groups. Table 1 shows the results of the analysis of covariance. No significant difference was found between experimental and control groups on the total score for the posttest measure using pretest scores as covariates. Student pretest and posttest means and standard deviations are shown by experimental and control groups in Table 2. Both the experimental and control groups had an increase in their scores on the total score (+1.08 and 1.12 respectively). In addition, both the experimental and control sub-groups had increases in their total scores on the student instrument "Coping With Me and You."

Table 3 shows the analysis of variance of student posttest total score by Treatment, Race and Grade using the pretest score as a covariate. The main effect of treatment was found to be significant in favor of the experimental group ($p < .01$). The main effects of race and grade level were not significant.

Table 4 shows the mean scores and standard deviations on student pretest and posttest sub-scores by treatment groups and areas. For example, the mean and standard deviation scores are given for the Valuing and Decision Making group on the Valuing and Decision Making items only from the entire test. The experi-

mental sub-groups had increases in the class mean for Self Concept Development (.02) and Peer Relationships (1.10), while decreases were found for Valuing and Decision Making (-.51) and Interracial/Intercultural Understanding (-.84). A similar pattern was found for the control sub-groups. The control group had decreases in three areas, Valuing and Decision Making (-.40), Self Concept Development (-.31), and Interracial/Intercultural Understanding (-.98), and increases only in Peer Relationships (1.30). Peer relationships will not be discussed further in this report because the sample was too small for further analysis. Tables 5 through 7 provide the analysis of covariance for each of the three areas on each respective sub-section of the test (Table 5, Valuing and Decision Making; Table 6, Self Concept Development; Table 7, Interracial/Intercultural Understanding). No significant differences were found for any of these main effects.

Conclusions. No significant differences were found between experimental and control groups on the posttest measure of student affective development when controlling for the effect of the pre-test. While no differences were found among the experimental and control junior high students, a noticeable reverse pattern was present. In the analysis of the elementary data, increases in student scores were noted. In the junior high data, decreases in student scores took place between November 1977 and May 1978. No differences are apparent at this time which can be attributed to the curriculum materials, Coping With Me and You. Several explanations for these findings may be posited.

First, the use of value clarification materials twice monthly may not be frequent enough to effect change in affective development of junior high students. Two studies by Covault (1973) and Guziak (1975) provide evidence that the use of value clarification in fifth grade classes has a positive effect in changing student self-concepts after eleven and eight weeks respectively, but in each of these studies the treatment was given weekly.

Second, while no differences were found between treatment groups on the posttest measure, no delayed measure was taken. There seems to be evidence that affective changes do not occur immediately following treatment. Beck (1972) measured the effects of an ethics course on the moral development of eleventh grade students. While no differences were found in the posttest measure, differences were found in favor of the experimental group on a delayed posttest given one year later. Sullivan (1975) conducted a study among fifth graders in the Ontario public schools in which contemporary moral issues were discussed weekly for one year. The control group did not participate in the discussions. The posttest revealed no differences. A delayed posttest one year later revealed significant differences in favor of the experimental group. Ehman (1977) concluded in a review of social studies curriculum and instruction research on valuing that "the delayed effect bears out the theory that, while instructional intervention may have no direct and immediate effects, it may increase individuals' sensitization to their moral environments, so that delayed effects result from post-treatment interactions."

Third, paper and pencil tests are not as effective as other

evaluation techniques for measuring changes in attitudes. Indeed, a paper and pencil test may reinforce stereotypes. It is difficult to assess minor changes in attitudes on an instrument with only twenty-four questions.

Fourth, "Coping With Me and You" may not be a valid and reliable measure of affective development. The Pearson Correlation Coefficients between the pretest and posttest scores reveals no relationship between pretest and posttest scores.

Total Score	-.073
Valuing and Decision Making	-.042
Self Concept Development	-.031
Peer Relationships	+.008
Interracial/Intercultural Understanding	-.025

In other words, there is no predictive value of posttest performance based on pretest scores. This may be due to the fact that class data is being analyzed rather than individual student data.

Fifth, the winter of 1978 was one of the worst ever recorded in Cincinnati history. Public schools were closed for snow days. In addition, the energy crisis caused by the coal strike created problems in the public schools. Teachers feeling the pressure of missed school did not give this project the expected emphasis.

Hypothesis Two. Junior High level students in project classes will achieve significantly more growth in affective development as compared with students in matching classes on the teacher measure, "Class Survey of Affective Development." ($p < .05$)

Results and Findings.

Hypothesis Two was tested using an analysis of covariance of the experimental and control groups. Table 8 shows the results of

the analysis of covariance. A significant difference was found between experimental and control groups on the total score for the posttest measure using pretest scores as covariates ($p < .01$). Mean scores and standard deviations for the teacher pretest and posttest total scores are shown on Table 9 by treatment groups and areas. Both the experimental and control groups had increases in their perception of their students' affective development, with the exception of the control teachers' perception of their students' self concept development and peer relationships.

	Experimental Difference	Control Difference
Total Score	+1.33	+ .01
Valuing and Decision Making	+1.72	+ .24
Self Concept Development	+ .35	- .44
Peer Relationships	+2.20	-1.90
Interracial/Intercultural Understanding	+ .28	+ .28

An analysis of variance of teacher posttest total score by treatment, race and grade using pretest scores as covariates is reported in Table 10. A significant difference was found in the main effects of treatment. No other main effects or interactions were found to be significant.

Table 11 shows the mean scores and standard deviations on teacher pretest and posttest sub-scores by treatment groups and areas. When analyzing the means by sub-areas (i.e., Valuing and Decision Making group on the Valuing and Decision Making items only) a negative trend is observed. Decreases in scores for both the experimental and control groups are present, however, the decreases for the experimental group are less than those for the control group.

	Experimental Difference	Control Difference
Valuing and Decision Making	-.41	- .57
Self Concept Development	-.20	- .45
Interracial/Intercultural Understanding	-.42	-1.14

Tables 12 through 14 provide an analysis of covariance for each of the three areas on each respective sub-section of the test (Table 12, Valuing and Decision Making; Table 13, Self Concept Development; Table 14, Interracial/Intercultural Understanding). No significant differences between experimental and control groups were found for the three areas under analysis.

Conclusions. Between November 1977 and May 1978 both the experimental and control classes were considered by their teachers to have decreased in terms of their affective development. An overall decrease in mean scores was found for both experimental and control groups although the decrease was less for the experimental group than for the control group. At this time there is no evidence that Coping With Me and You makes a difference in the affective development of junior high students. It may be that a longer and more concentrated use of Coping would effect change. It may be that Coping With Me and You has begun a process which increased the sensitivity of students to their own affective development, but that the changes have not yet taken place. This process is one that takes a considerable amount time.

Implications. Coping With Me and You is a set of curriculum materials using a values clarification approach to improve the

affective development of junior high students in four areas: Valuing and Decision Making, Self Concept Development, Peer Relationships, and Interracial/Intercultural Understanding. At the present time there does not seem to be evidence that the use of these materials makes a difference in student behavior. This may be due to the manner in which the materials were used in the classrooms. This project consultant would strongly recommend the following:

1. That this study be replicated in the Fall of 1978 to avoid the effects of winter weather and snow days;

2. That a delayed posttest be given the following spring to measure the long term effects of Coping With Me and You;

3. That student data, rather than class data, be evaluated to obtain a better measure of the impact of Coping With Me and You;

4. That teachers use the materials in Coping With Me and You a minimum of one hour each week, preferably for three twenty minute periods each week;

5. That the materials for peer relationships be used with a larger sample;

6. That a longitudinal study be undertaken to determine the cumulative effect of A Model Program in Affective Education and Coping With Me and You.

Table 1. Analysis of Variance Results of the Student Posttest Total Score by Treatment with Pretest Total Score

Source	df	M.S.	F
Treatment	1	.051	.096
Explained	2	.103	.195
Residual	55	.528	

** $p < .01$ * $p < .05$

Table 2. Mean Scores and Standard Deviations on Student Pretest and Posttest Total Scores by Treatment Groups and Areas

	Pretest				Posttest			
	Experimental		Control		Experimental		Control	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Total Group	13.65	1.70	13.67	1.78	14.73	.82	14.79	.61
Valuing & Decision Making	13.49	1.93	13.28	2.02	14.79	.77	14.77	.59
Self Concept Development	14.03	1.22	14.26	.87	14.43	.88	14.59	.74
Peer Relationships	10.60	ø	10.20	ø	14.70	ø	14.90	ø
Interracial/Intercultural Understanding	14.26	.95	14.78	.37	14.94	1.05	15.10	.49

Table 3. Analysis of Variance Results of the Student Posttest Total Score by Treatment, Race, and Grade with Pretest Total Score

Source	df	M.S.	F
Main effects	5	7.48	2.80*
Treatment	1	18.84	7.05**
Race	2	6.59	2.47
Grades	2	2.86	1.07
Explained	5	8.47	3.17**
Residual	51	2.67	

** $p < .01$ *$p < .05$

Table 4. Mean Scores and Standard Deviations on Student Pretest and Posttest Sub-scores by Treatment Groups and Areas

	Pretest				Posttest			
	Experimental		Control		Experimental		Control	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Valuing & Decision Making on Valuing & Decision Making	3.18	.45	3.21	.49	2.67	.38	2.81	.34
Self Concept Development on Self Concept Development	3.27	.35	3.51	.19	3.29	.47	3.20	.26
Peer Relationships on Peer Relationships	3.00	ø	2.80	ø	4.10	ø	4.10	ø
Interracial/Intercultural Understanding on Interracial/Intercultural Understanding	3.44	.29	3.64	.22	2.60	.46	2.66	.32

Table 5. Analysis of Variance Results for Students in Valuing and Decision Making Area on Valuing and Decision Making Sub-section of Test

Source	df	M.S.	F
Treatment	1	.069	2.24
Explained	2	.043	1.39
Residual	29	.031	

**p < .01 *p < .05

Table 6. Analysis of Variance Results for Students in Self Concept Development Area on Self Concept Development Sub-section of Test

Source	df	M.S.	F
Treatment	1	.001	.029
Explained	2	.028	.731
Residual	11	.039	

**p < .01 *p < .05

Table 7. Analysis of Variance Results for Students in Interracial/Intercultural Understanding Area on Interracial/Intercultural Understanding Sub-section of Test

Source	df	M.S.	F
Treatment	1	∅	∅
Explained	2	.320	.3E + 15**
Residual	7	.000	

**p < .01 *p < .05

Table 3. Analysis of Variance Results of the Teacher Posttest Total Score by Treatment with Pretest Total Score

Source	df	M.S.	F
Main effects	1	19.98	7.15**
Explained	2	16.68	5.97
Residual	55	2.79	

**p < .01 *p < .05

Table 9. Mean Scores and Standard Deviations on Teacher Pretest and Posttest Total Scores by Treatment Groups and Areas

	Pretest				Posttest			
	Experimental		Control		Experimental		Control	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Total Group	11.89	1.41	12.15	1.02	13.22	1.62	12.16	1.86
Valuing & Decision Making	11.46	1.10	11.95	1.07	13.18	1.95	12.19	2.09
Self Concept Development	12.56	1.81	12.67	.89	12.91	.79	12.23	1.62
Peer Relationships	12.80	ø	13.00	ø	15.00	ø	11.10	ø
Interracial/Intercultural Understanding	12.14	1.62	11.92	.96	13.42	1.47	12.20	1.93

Table 10. Analysis of Variance Results of the Teacher Posttest Total Score by Treatment, Race and Grade with Pretest Total Score

Source	df	M.S.	F
Main effects	5	7.48	2.80*
Treatment	1	18.84	7.04**
Race	2	6.59	2.47
Grade	2	2.86	1.07
Explained	6	8.47	3.16**
Residual	51	2.67	

**p < .01 *p < .05

Table 11. Mean Scores and Standard Deviations on Teacher Pretest and Posttest Sub-scores by Treatment Groups and Areas

	Pretest				Posttest			
	Experimental		Control		Experimental		Control	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Valuing & Decision Making on Valuing & Decision Making	3.60	.20	3.51	.15	3.19	.55	2.94	.61
Self Concept Development on Self Concept Development	3.49	.37	3.61	.18	3.29	.47	3.16	.30
Peer Relationships on Peer Relationships	3.60	ø	3.90	ø	4.00	ø	3.30	ø
Interracial/Intercultural Understanding on Interracial/Intercultural Understanding	3.72	.33	3.74	.23	3.30	.74	2.60	.70

Table 12. Analysis of Variance Results for Teachers in Valuing and Decision Making Area on Valuing and Decision Making Sub-section of Test

Source	df	M.S.	F
Treatment	1	.755	2.324
Explained	2	.628	1.933
Residual	29	.325	

**p < .01 *p < .05

Table 13. Analysis of Variance Results for Teachers in Self Concept Development Area on Self Concept Development Subsection of Test

Source	df	M.S.	F
Treatment	1	.005	.039
Explained	2	.050	.394
Residual	11	.125	

**p< .01 *p< .05

Table 14. Analysis of Variance Results for Teachers in Interracial/Intercultural Understanding Area on Interracial/Intercultural Understanding Sub-section of Test

Source	df	M.S.	F
Treatment	1	1.336	2.511
Explained	2	.811	1.524
Residual	7	.532	

**p < .01 *p < .05

Appendix H

AFFECTIVE ANECDOTES

QUESTIONS

Each of the following paragraphs is a brief description of what may be a typical child in one of your classes. After you read each paragraph, circle the number, according to the following keys, of the Area of Affective Development with which the anecdote is concerned.

Areas of Affective Development

1 = Academic Confidence

2 = Self-Concept Development

3 = Peer Relationships

4 = Valuing and Decision-Making

5 = Interracial/Intercultural Understanding

The other day, John helped break up a fight between two other children. When asked why he intervened in the fight, he said that he did not believe fighting was the way to solve things, and that kids should learn how to work out problems in the best interests of both parties.

Circle the number:

Area: 1 2 3 4 5

Peggy has never seemed very interested in your class. However, the other day she came to you for help in doing an exercise which she had been having difficulty with. She said she had seen a show about the subject on TV which made her want to know more about it.

Circle the number:

Area: 1 2 3 4 5

Allen hardly ever speaks up in class although you know he is a bright child from his school work. When you asked him about it after class today he said that he realizes he is a shy person but feels that he can express himself well in writing and would rather do it that way.

Circle the number:

Area: 1 2 3 4 5

Barbara, Jane, and Phyllis have seemed inseparable for the past few months. They seem to go everywhere together and to even wear the same clothes. When Phyllis got into an argument with some other girls last week, the other two girls quickly came to her defense.

Circle the number:

Area: 1 2 3 4 5

After you recently finished a unit on Asian cultures and history, Elaine told you that her church has been supporting a Vietnamese refugee family and wondered if the children in the family could visit the class to talk with your students about their life in Vietnam.

Circle the number:

Area: 1 2 3 4 5

Before class today, Jean asked you some questions about some skills she had learned long ago. When you asked why, she said that she was helping her brother do his third grade homework and wanted to know how to explain it to him.

Circle the number:

Area: 1 2 3 4 5

Billy has always been a trial because he acts so helpless and can't seem to make up his mind on anything. This morning he surprised you by saying that he wanted to go with some of the children on a field trip to the Nature Center. When you asked why, he said he has always been interested in the Center and wanted to see it.

Circle the number:

Area: 1 2 3 4 5

After a recent name calling incident between some black and white students on the playground, you decided to have a class discussion of the incident. Ronny surprised you by saying to the class that even though you don't like some things about kids of another race, it doesn't mean that all the persons of that race are like that.

Circle the number:

Area: 1 2 3 4 5

Yesterday, Mary came up and asked how she could start taking dance lessons. She said she has always had a dream of herself as a great ballerina and would like to try it even though she's afraid her brother and sister and some of her friends might laugh at her.

Circle the number:

Area: 1 2 3 4 5

You have been worried about Frank because some of the boys from his neighborhood, whom he walks to school with, have been getting into trouble lately at the nearby shopping center. The principal told you though that when he talked with the boys individually about it, Frank told him he would not go with the others to the shopping center. He just doesn't want to walk to school by himself.

Circle the number:

Area: 1 2 3 4 5

MY CLASSROOM AFFECTIVE CLIMATE

Possible Responses for Discussion

1. How could you modify your room arrangement to improve the affective environment?

   - rearrange furniture, desks in groups
   - decorate room, posters, bulletin board etc.
   - set aside area for private study, or group discussion
   - sit on floor in circles

2. How could you plan or organize your instructional time differently to develop the affective climate?

   - set aside special times for affective activities
   - plan activities with students
   - use part of each lesson to consider value questions
   - break content down into smaller units
   - cover material more slowly
   - use more varied materials

3. What changes could you make in your nonverbal behavior, e.g. facial expressions, gestures, to better respond to student affective needs?

   - smile more, frown less
   - physical contact, touching
   - use gestures to direct student interaction
   - move about room more
   - get down to children's eye level

4. How could you change your verbal behavior, e.g. questioning, responding, to facilitate affective classroom interaction?

   - ask more open-ended questions
   - show approval of student responses
   - solicit student opinions
   - more eye contact
   - lecture less, discuss more

5. What can you do to help students better express their affective concerns in your classroom?

   - show interest in their concerns, listen more
   - personal comments
   - use role playing, open-ended discussion
   - allow greater freedom to express selves
   - schedule individual conferences

Appendix J

Review and Evaluation of Learning About Me and You

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OVERVIEW

Learning About Me and You, an affective education program for intermediate elementary grades (ages 9 - 11), is a set of resources to aid teachers in meeting student needs in five areas: self concept development, valuing and decision making, peer relationships, academic confidence, and interracial/intercultural understanding. Instructional activities for each area are packaged in separate teachers' manuals. Each area is extensive enough to require at least one full semester for completion. The materials reviewed did not indicate a sequential order for the five topic areas which implies that individual teachers in grades three through five (or six) can choose any of the materials for use with his/her students. In practice this could lead to some some overlap and/or omissions for students whose third and fifth grade teachers choose to address the same area.

Each teacher's guide includes an overview of the affective education program and describes a set of six group instructional techniques which are used throughout the program. These are fishbowl discussions, partners, role playing, brainstorming, listening, and tower building. Fishbowl discussion is a good technique with fifth and sixth grade students but teachers of younger children may need to use it

with care. Partners could be a good technique with third through sixth graders if the conversation starters are carefully selected. Role playing is an excellent technique which, according to attitude change theories, will have the desired effect. The role playing procedures for using this technique are very clearly explained in the manuals. Brainstorming is a good technique for use with fifth and sixth graders but the procedures for recording suggestions may need adjusted so as not to frustrate younger children. Listening is a good technique for all age students.

While the first five techniques are general enough to be applied to a variety of topics and objectives, the sixth, tower building, seems less likely to be of general use. It should be eliminated as an instructional technique although it may have value as an instructional activity.

Learning About Me and You uses a three-level hierarchical sequence when presenting each topic. The first level is designed to arouse student "awareness' of the topic (awareness level), the second level to "involve" students in topic-related activities (involvement level), and third level to elicit a further "commitment" from students (commitment level). This sequence is consistent with recommendations from Bloom, Krathwohl, and others who have advocated affective education.

Each topic is introduced with a clearly stated goal. Each level of instruction activities within the topics includes a list of specific behavioral objectives to be accomplished. Each learning activity is introduced with a clearly stated

purpose. Teachers should have no problems understanding the desired outcomes for the overall topic, the three levels within each topic, or the specific activities. Although the objectives are clearly stated, no specific evaluation techniques to assess individual achievement of objectives are included. This may be a weakness of the program.

Techniques for including affective educational objectives with more traditional school subjects (language arts, art, math, science, social studies) are included in the teachers' guides. These suggestions should generate additional ideas for integrating the affective education program's goals and objectives into the school curriculum. If this happens, it should strengthen the overall relevance of the elementary educational program.

As a whole, Learning About Me and You is a highly desirable program for upper-elementary age students which most classroom teachers should be able to implement with a minimum amount of training.

SPECIFIC PROGRAM TOPICS

Although each topic in the program contributes to the overall goal of meeting student needs in the affective domain, a summary of each may serve to identify needed revisions. The summaries will be of activities within each level.

The comittment level activities are the same for each topic. They are quite good; they are motivating and extensive enough that a teacher could find one (or several) for virtually any child.

Peer Relationships. The goal of "Peer Relationships" is to help students learn how to form judgements about groups they belong to and help them decide the kinds of friends they want. Specific objectives reflect the topic goal and should be achieved through the specified activities.

The awareness level activities are generally good; "Getting To Know You" and "Me And My Friends" are particularly appropriate. Younger children may not possess the necessary writing skills to complete "What Makes A Friend."

The involvement level activities are fair for younger children and good for older ones. "Cooperative Squares" needs major revisions before being used with younger children. "Our Likes and Dislikes" and "Super Sleuth" are the better activities in this section.

Interracial/Intercultural Understanding. The goal of "Interracial/Intercultural Uniderstanding" is to develop realistic and positive attitudes towards persons of different racial and cultural groups. The objectives reflect these goals and should be achieved through the specified activities.

The awareness activities are generally good. "Jimdav's Window," "Black/White Quiz," "Tony's New Friends," and "In My Family We..." are quite good for generating an awareness of other races and cultures. "Down Home" is a terrible activity and should be eliminated from the program immediately. The Appalachian Awareness Quiz would probably not reliably differentiate between appalachians and nonappalachians and the story "Carrie" is not a fair representations of life in Appalicia.

The involvement activities are generally good. The pen-pal activities seem particularly appropriate especially if all six of them are used.

The list of local resource people that accompanies this topic could be a great help to teachers who really want to get involved in the subject.

Valuing and Decision Making. The goal of "Valuing and Decision Making" is to help students understand the role of values in their lives and begin to make decisions in light of the needs and interest of others. The activities for this topic are extremely good. Recommendations for adjusting the activities to different age students are specified. In addition, general techniques outlined at the beginning of the guide (brainstorming, role playing, etc.) are keyed to most of the activities. These two practices should be incorporated into the other teacher guides.

The awareness activities use situations to which elementary age students could easily relate. The activities are all appropriate and excellent.

The involvement activities are also very good. However, the activity "Up A Tree" includes a situation in which the assertion that "all blacks steal" is made explicit. Such an assertion may itself generate unnecessary and unwanted prejudices among children who have never perceived such an idea. Overall, the involvement activities are quite good.

Academic Confidence. The goal of "Academic Confidence" is to build students' confidence to the point where they can use their academic skills effectively in school and meaningfully in their lives outside of school. The awareness level and involvement level objectives are appropriate for the topic goal. However, the purposes specified for many of the involvement activities do not reflect the stated objectives.

The awareness level activities are generally good. "What If There Was...", "Making Cents", and "What If There Were No Schools" are the better activities in this section. "The Coin Collector" and "Jane and Jan" do not contribute to the overall objectives of this level.

The involvement level activities are generally weak. The two exceptions are "Daily Success" and "Success Symbols."

The presentation of this topic could benefit by a major revision during which attention is focussed upon the overall goal of the topic so that selected activities contribute to its accomplishment.

Self Concept Development. "Self Concept Development" is designed to help students see that they belong to certain groups and that their sense of identity is shaped by these associations. Its goal is to enable students to define and express some unique characteristics about themselves as persons.

The awareness level activities are quite good. "Me and Only Me", "Thoughts About Me...," and "Reaching My Limit" seem particularly appropriate for the given objectives.

The involvement level activities are designed to enable students to trial different role behaviors, to clarify their self concepts and set personal goals for themselves. These activities should enable the students to achieve the goals. "My Creative Self," "Listen To Me," and "All About Me" are especially good activities.

The presentation of this topic is quite good and does not need revision.

Review and Evaluation of Coping With Me And You

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Coping With Me and You is a program for middle-level students (12 - 15 years) which addresses the Values level of learning in four areas: self-concept development, values/decision making, peer relationships, and interracial intercultural understanding. The program consist of a teacher's guide and a set of related material for use in the classroom. The purpose of the program is to help early adolescents understand themselves and their values. It attempts to accomplish this goal without major revisions to the current curriculum.

The teacher's guide is divided into three sections. The first is a review of early adolescent affective development; the second presents a model program for developing the valuing process; the third contains numerous activities which can be directly tied in with the subject matter generally presented in the junior high or middle school.

The review of psychological growth and development of early adolescents presented in Section 1 of the teacher's manual is limited to the four areas mentioned above. The summary of major developmental steps in each of these areas is brief but satisfactory. There is enough information in Section 1 to set the stage for the teacher.

The model program valuing process presented in Section 2 of the guide is a condensed version of Simon's valuing process.

Its five steps (identifying the value issue, understanding the context or circumstances around the issue, identifying possible outcomes, weighing the consequences, taking a personal stand on the issue) are more meaningful than Simon's seven step process and may be easier for the classroom teacher to use. The descriptions of each step are clear and most teachers should have no trouble visualizing how they relate to the current goals of classroom instruction.

Section 3 contains the bulk of the program - approximately thirty-one activity formats which can be used to achieve objectives in one or more of the value domains (self-concept, peer relationships, valuing and decision making, and interracial intercultural understanding). The range of activities is such that some of them are almost certain to be suitable for any teacher. In addition, the techniques represented by these activities are sure to generate individual teacher ideas for achieving the program goals. Many of these classroom techniques are modifications of traditional value-clarification techniques which have a successful track record according to published liturature and personal experiences. They are almost certain to work!

Coping With Me and You is a highly desirable (in my opinion, absolutely necessary) program for junior high/midddle school students. It addresses an area of development that has been ignored for too long. Classroom teachers should be able to implement this program with a minimum amount of training and with very little disruption to the current curriculum. As a matter of fact, this program should complement the current curriculum by making it more relevant to the student.